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ABSTRACT

Designed as part of the Life Centered Career Education Curriculum, the book describes activities for use with elementary and middle school students with and without disabilities. The Life Centered Career Education Curriculum organizes 22 major competencies and 102 subcompetencies into three domains: daily living skills, personal-social skills, and occupational skills. The three domains are addressed separately within the book and activities are identified by their corresponding competency and subcompetencies. Type of activity, academic components, resource persons, and follow-up/evaluation information are also provided. Activities are designed to use materials and supplies normally available to most teachers. (CL)

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LIFE CENTERED CAREER EDUCATION

ACTIVITY BOOK ONE

Lynn Sharon Miller
and
Lynda Gayle Glascoe
with
Charles J. Kokaska

A product of the ERIC Clearinghouse on Handicapped and Gifted Children
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Introduction

This book and its companion, *Life Centered Career Education: Activity Book Two*, are direct descendants of another successful publication of The Council for Exceptional Children, *Life Centered Career Education: A Competency Based Approach* (Brolin, 1978, 1983). These two new activity books add to the Life Centered curriculum by providing planned activities to be used with elementary and secondary school students. The concept behind the Life Centered Career Education approach is to infuse life skills into the basic curriculum. The material provided in Activity Books One and Two gives students practice with academic skills in practical contexts. Although Book Two is specifically designed for the adolescent or older student, many of the activities in Book One may need to be practiced by these students as well. It is suggested that teachers refer to both books before selecting the activity that best meets the needs of their unique group of students.

The Life Centered Career Education curriculum organizes 22 major competencies and 102 subcompetencies into three domains: Daily Living Skills, Personal-Social Skills, and Occupational Skills. A complete overview of the competencies appears in Figure 1.

The Life Centered Career Education competencies were originally designed for instruction with mildly mentally retarded secondary students. This approach, however, has been used in regular classrooms and with other types of exceptional learners at both elementary and middle school levels.

Organization

Each book is divided into the three major domains: Daily Living Skills, Personal-Social Skills, and Occupational Skills. Within each domain the activities are identified by their corresponding competency and subcompetency. Those who have used the original Brolin material will find this format familiar. Activities are presented so that the type of activity, the academic components, resource persons, and follow-up/evaluation are listed in the margin. To use selectively, teachers would refer to Figure 1 to identify the subcompetency and then turn to the corresponding lesson in Book One or Two. An index is provided that lists activities by type, e.g., role play and by academic component, e.g., math.

Considerations

Activities are designed to use materials and supplies normally available to most teachers. Teacher-made props, games, forms, and worksheets are described and samples are provided where appropriate. No special purchases of curriculum materials are required for these activities.

In many cases, teachers may have developed lesson plans similar to those presented. The activities in these books provide only one suggestion at each level for the subcompetencies. These suggestions are not intended to displace but rather to augment the teacher's own ideas. These books will be especially valuable if the Life Centered Career Education curriculum is already installed in a school. Two of the authors are special education teachers who have tested these materials in their elementary and middle school classrooms with a range of handicapped students. As you use these activities and become involved in creating or improvising your own, you are urged to submit your activities for additional volumes of this series. Send your ideas to Life Centered Career Education Activities, Department of Information Services, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Reference

Brolin, D. (1978, revised 1983) *Life Centered Career Education: A Competency Based Approach*. Reston, VA: The Council for Exceptional Children.

Curriculum Area	Competency	Subcompetencies	
Daily Living Skills	1. Managing Family Finances	1. Identify money and make correct change	2. Make wise expenditures
	2. Selecting, Managing, and Maintaining a Home	6. Select adequate housing	7. Maintain a home
	3. Caring for Personal Needs	10. Dress appropriately	11. Exhibit proper grooming and hygiene
	4. Raising Children, Enriching Family Living	14. Prepare for adjustment to marriage	15. Prepare for raising children (physical care)
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills	19. Plan balanced meals
	6. Buying and Caring for Clothing	24. Wash clothing	25. Iron and store clothing
	7. Engaging in Civic Activities	28. Generally understand local laws & government	29. Generally understand Federal Government
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities	35. Know activities and available community resources
	9. Getting around the Community (Mobility)	40. Demonstrate knowledge of traffic rules & safety practices	41. Demonstrate knowledge & use of various means of transportation
Personal-Social Skills	10. Achieving Self Awareness	43. Attain a sense of body	44. Identify interests and abilities
	11. Acquiring Self Confidence	48. Express feelings of worth	49. Tell how others see him/her
	12. Achieving Socially Responsible Behavior	53. Know character traits needed for acceptance	54. Know proper behavior in public places
	13. Maintaining Good Interpersonal Skills	58. Know how to listen and respond	59. Know how to make & maintain friendships
	14. Achieving Independence	62. Understand impact of behaviors upon others	63. Understand self organization
	15. Achieving Problem Solving Skills	66. Differentiate bipolar concepts	67. Understand the need for goals
	16. Communicating Adequately with Others	71. Recognize emergency situations	72. Read at level needed for future goals
Occupational Guidance & Preparation	17. Knowing & Exploring Occupational Possibilities	76. Identify the personal values met through work	77. Identify the societal values met through work
	18. Selecting & Planning Occupational Choices	82. Identify major occupational needs	83. Identify major occupational interests
	19. Exhibiting Appropriate Work Habits & Behaviors	87. Follow directions	88. Work with others
	20. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate satisfactory balance and coordination	95. Demonstrate satisfactory manual dexterity
	21. Obtaining a Specific Occupational Skill		
	22. Seeking, Securing, & Maintaining Employment	98. Search for a job	99. Apply for a job

FIGURE 1
Life Centered Career Education Competencies

3. Obtain and use bank and credit facilities	4. Keep basic financial records	5. Calculate and pay taxes		
8. Use basic appliances and tools	9. Maintain home exterior			
12. Demonstrate knowledge of physical fitness, nutrition, & weight control	13. Demonstrate knowledge of common illness prevention and treatment			
16. Prepare for raising children (psychological care)	17. Practice family safety in the home			
20. Purchase food	21. Prepare meals	22. Clean food preparation areas	23. Store food	
26. Perform simple mending	27. Purchase clothing			
30. Understand citizenship rights and responsibilities	31. Understand registration and voting procedures	32. Understand Selective Service procedures	33. Understand civil rights & responsibilities when questioned by the law	
36. Understand recreational values	37. Use recreational facilities in the community	38. Plan and choose activities wisely	39. Plan vacations	
42. Drive a car				
45. Identify emotions	46. Identify needs	47. Understand the physical self		
50. Accept praise	51. Accept criticism	52. Develop confidence in self		
55. Develop respect for the rights and properties of others	56. Recognize authority and follow instructions	57. Recognize personal roles		
60. Establish appropriate heterosexual relationships	61. Know how to establish close relationships			
64. Develop goal seeking behavior	65. Strive toward self actualization			
68. Look at alternatives	69. Anticipate consequences	70. Know where to find good advice		
73. Write at the level needed for future goals	74. Speak adequately for understanding	75. Understand the subtleties of communication		
78. Identify the remunerative aspects of work	79. Understand classification of jobs into different occupational systems	80. Identify occupational opportunities available locally	81. Identify sources of occupational information	
84. Identify occupational aptitudes	85. Identify requirements of appropriate and available jobs	86. Make realistic occupational choices.		
89. Work at a satisfactory rate	90. Accept supervision	91. Recognize the importance of attendance and punctuality	92. Meet demands for quality work	93. Demonstrate occupational safety
96. Demonstrate satisfactory stamina and endurance	97. Demonstrate satisfactory sensory discrimination			
100. Interview for a job	101. Adjust to competitive standards	102. Maintain postschool occupational adjustment		

1. Daily Living Skills

Competencies

1. Managing Family Finances
2. Selecting, Managing, and Maintaining a Home
3. Caring for Personal Needs
4. Raising Children, Enriching Family Living
5. Buying and Preparing Food
6. Buying and Caring for Clothing
7. Engaging in Civic Activities
8. Utilizing Recreation and Leisure
9. Getting Around the Community (Mobility)

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 1. Identifying Money and Making Correct Change

How Many Pennies in One Dollar?

Academic Component

Math

Type of Activity

Role Play

Objective

The student will recognize specific values of coins (pennies, nickels, dimes, quarters, half-dollars) equivalent to a $1.00 bill.

Activity

1. Place students on a behavior modification program involving an hourly wage of one dollar in classroom money. Example:
   Week 1—Week 3: Each student is paid an hourly wage of $1.00. The student is paid for (a) completing assignments and (b) appropriate working behavior. Students receive $1.00 per hour, 5 hours per day. Pay is distributed in $1.00 bills of classroom money.
   Week 4—Week 6: Pay consists of 2 half dollars per hour, 5 hours per day.
   Week 7—Week 9: Pay consists of 4 quarters per hour, 5 hours per day.
   Week 10—Week 12: Pay consists of 10 dimes per hour, 5 hours per day.
   Week 13—Week 15: Pay consists of 20 nickels per hour, 5 hours per day.
   Week 16—Week 18: Pay consists of 100 pennies per hour, 5 hours per day.

Beyond 18 Weeks: Students are paid in different increments on a daily basis.

2. Students are responsible for keeping their earnings in their "banking envelope" in their desks.
3. This activity may need to progress at a slower rate for some students, perhaps over 1 year as opposed to 18 weeks.

Follow-up; Evaluation

The student can make change for a $1 bill using pennies, nickels, dimes, quarters, and half dollars.

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 2. Making Wise Expenditures

Pay Day

Academic Components

Math
Language (Oral Expression)

Type of Activity

Role Play

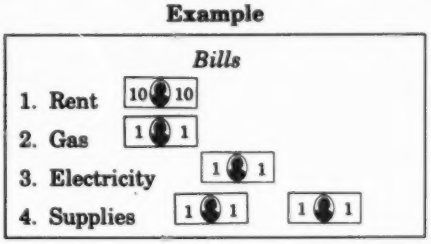
Objective

The student will use classroom savings and make a wise expenditure at the classroom General Store.

Activity

1. Every other Friday ("Pay Day"), students withdraw their savings from the bank using a withdrawal slip.
2. Students are responsible for paying the following bills: rent (desk/office), gas (heat), electricity (lights, record player), and supplies (paper, pencils, crayons). Paying student bills can be done as a group activity using a predetermined amount for the bills. The banker can be used as a resource to exchange the coins earned for the hourly wage into currency. Once again, the students see the coin equivalent of a $1.00 bill. Ten $1.00 bills should be exchanged for a $10.00 bill in order to pay the rent.
3. Students use their remaining money after payment of their bills at the General Store. Students can purchase one item or a number of items, equivalent to their allotment. At the lower level, the General Store can be divided into groups of $3.00 items, $5.00 items, and $10.00 items. This division allows for the students to work strictly with dollar bills initially and then move on to use an even amount of change. At a higher level, the items found at the General Store should be priced according to their actual purchase cost.
4. Eventually encourage the students to save money from one or two consecutive "Pay Day" earnings in order to purchase an off-campus activity.

Example



Follow-up; Evaluation

The student makes wise expenditures using real money at a public store within the community.

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 3. Obtaining and Using Bank and Credit Facilities

Our Bank

Academic Components

Math
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Role Play
Class Field Trip

School/Community Resource Persons

Community Bank Personnel

Objectives

1. The student will use a classroom bank to deposit daily earnings, to withdraw money to pay bills, and to purchase items from a classroom General Store.
2. The student will also learn to exhibit proper behavior in a bank: standing in line, waiting patiently, taking one's turn, and using a "bank invoice."

Activity

1. As motivation for this activity, the students go to a bank within the community. Notify the bank in advance, indicating the objectives for this field trip and arrange a tour of the banking facilities. The objectives for this field trip are (a) to familiarize the students with the bank teller's role, (b) to demonstrate and explain to the students the purpose of a savings book, a deposit slip, and a withdrawal slip; and (c) to allow the students the opportunity to observe appropriate banking behaviors.
2. After the students have returned from their field trip to the bank, discuss the purpose of a deposit slip and a withdrawal slip. Obtain several samples of each to use for discussion purposes and to use as a master for a ditto.
3. The initial activity allows the students to deposit their daily earnings in the "bank." (The field trip will motivate the students to set up their own bank within the classroom. An ideal structure is a converted puppet theater.) Prepare an enlarged deposit (and withdrawal) slip to be used as a visual aid in demonstrating the correct way to record information. Demonstrate how to fill in the information needed on a deposit slip beginning with the student's name and the amount of the deposit. With assistance from the teacher, the students fill in their individual deposit slips.
4. The students take their completed deposit slips to the classroom bank, along with the money that they intend to deposit. The teacher assumes the role of the bank teller and fills in the students' savings books as the deposits are made. This savings book could be teacher-made or an actual savings book received from the bank attended on the field trip.
5. An extended activity allows the students to withdraw their monies from the "bank" in the same manner used to deposit funds. On a weekly basis (or another predetermined time), the students are responsible for completing a withdrawal slip before going to the bank to withdraw their savings. This money is used to pay bills and to purchase items at the General Store. Initially, the teacher once again needs to demonstrate and assist the students in the completion of the withdrawal slip.

Follow-up: Evaluation

1. Upon returning from the field trip to the community bank, the students discuss the events of the field trip. The discussion should include (a) the bank teller's role; (b) the purpose of a savings book, a deposit slip, and a withdrawal slip; and (c) the appropriate behavior to be exhibited in a bank.
2. The student demonstrates the use of a savings book, a deposit slip, a withdrawal slip, and appropriate behavior in a community bank.
3. The student writes a thank-you note to the bank personnel.

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 4. Keeping Basic Financial Records

My Budget and Expense Record

Academic Components

Math
Reading
Language (Written Expression)

Types of Activity

Discussion
Notebook

Objectives

1. The student will record daily income and weekly or monthly expenses on a budget record.
2. The student will develop an understanding of the concepts of budget, income, and expenses.

Activity

1. Conduct a classroom discussion involving the concepts of budget, income, and expenses. The discussion should include the relationship between these three concepts and the banking program. Show the students a household budget and expense record as a visual stimulation for the record that they will be developing.
2. Students are responsible for recording the daily amount of money that they earned (see lesson "Our Bank"). This amount is recorded on an Income chart showing the Amount Earned along with the specific Date (Chart 1). This chart can be kept posted on the students' desks.
3. At the end of each week, or another predetermined time, have the students total their earnings by adding the individual amounts recorded from each day.
4. A second chart (Chart 2) is then completed to record the Weekly (or Monthly) Expenses of Rent, Gas, Electricity, and

Chart 1
Income

Date	*Amount Earned*	
Total		

Chart 2
Weekly Expenses
(or Monthly)

Date	*Item*	*Amount*	
	Rent		
	Gas		
	Electricity		
	Supplies		
	Total:		
	General Store		

Chart 3
Summary of Expenses and Income for 19___

Month	*Income*	*Rent*	*Gas*	*Electricity*	*Supplies*
Sept.					
Oct.					
Nov.					
Dec.					
Jan.					
Feb.					
March					
April					
May					
June					
Totals					

Supplies (see lesson "Pay Day"). These expenses can include such items as Water, Telephone, Vacations (field trips), Repairs on Home (classroom) depending on the individual students within the particular classroom.

5. The students total the weekly expenses by adding their recorded Weekly Expenses.
6. The totaled Weekly Expenses are subtracted from the totaled Amount Earned. The remaining amount is used by the students to purchase an item from the classroom General Store.
7. The amount of money used at the General Store is recorded on the Weekly Expenses record sheet.
8. On a monthly basis, students summarize their income and expenses (Chart 3).
9. All of the completed records are saved from week to week, compiled into a book (19___ to 19___ My Classroom Budget and Expense Record), and reviewed at the end of the school year for a final tally of all expenses (Chart 3).

Follow-up; Evaluation

1. The student independently (or with minimal assistance) and correctly records the amount earned daily on Chart 1.
2. The student independently (or with minimal assistance) and correctly records weekly expenses on Chart 2.
3. The student independently (or with minimal assistance) performs the addition required to calculate totals and the subtraction required to determine the amount of money to be used for the General Store.
4. The student shows an understanding of the concepts, budget, income, and expenses.

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 5. Calculating and Paying Taxes

How Much Tax Do I Owe?

Academic Components

Math
Language (Written Expression)
Language (Oral Expression)

Objective

The student will choose several items from a catalog or from a menu, subtotal the cost, calculate and add the tax, and finally total the bill.

Activity

1. Ask the students to choose three to five specific items either from a catalog (e.g., one piece of clothing, one piece of furniture, and one appliance) or from a menu (e.g., one dinner, one beverage, and one dessert).
2. Have the students place the pictures of the items chosen on construction paper

Types of Activity

Cut/Paste
Class Field Trip

School/Community Resource Persons

Community Store Personnel
Community Restaurant Personnel

with the price for each listed in a column beside the item.
3. The prices are subtotaled by using addition.
4. Students then use a tax chart provided by the teacher, or calculate the tax by using multiplication, to locate the correct amount of tax to be added to the subtotal.
5. The total cost is calculated.
6. This activity can be extended to include the addition to the total bill of the amount of tip to be included after ordering from a menu.
7. A tip chart can be developed for the students or by the students to be carried when they go out (see example).

Follow-up; Evaluation

1. The student goes to a local store or to a local restaurant.
2. At the store, the student locates three to five items and calculates the total including the tax. Items may or may not be purchased.
3. At the restaurant, the student orders one item and calculates the total including the tax.
4. The student compares his or her total to the total shown on the check.
5. The student pays the bill and gives the waiter or waitress a tip after referring to the "Tip Chart."

Tip Chart (15%)

Amount of Bill	*Tip*
$1.00	15¢
$2.00	30¢
$3.00	45¢
$4.00	60¢
$5.00	75¢
$6.00	90¢
$7.00	$1.05
$8.00	$1.20
$9.00	$1.35
$10.00	$1.50
$12.50	$1.90
$15.00	$2.25
$17.50	$2.60
$20.00	$3.00

If necessary, this "Tip Chart" along with a "Tax Chart" could be taken to a printer to be reduced in size and printed on card stock.

Domain: Daily Living Skills
Competency: 2. Selecting, Managing, and Maintaining a Home
Subcompetency: 6. Selecting Adequate Housing

Where I Live

Academic Component

Language (Oral Expression)

Types of Activity

Home Involvement
Sharing
Discussion
Bulletin Board
Class Field Trip

Objective

The student will identify various types of housing available within the community.

Activity

1. Encourage each student to bring to school a photograph of his or her home.
2. Discuss these photographs and divide them into the various types of housing facilities—house, condominium, townhouse, apartment, mobile home.
3. Discuss the features of each type of housing.
4. Discuss the pros and cons of each type of housing.
5. Continue the discussion to allow the students to see the necessity of various types of housing for differing family needs.
6. This information can be placed on a bulletin board entitled Many Kinds of Homes with a photograph accompanying each list of specifics.
7. If possible the teacher and the students drive around the community and discuss the various housing facilities. Stu-

dents can take pictures of the different kinds of housing. Add these pictures to the bulletin board containing pictures of the students' homes.

Follow-up; Evaluation

1. The student names the specific housing facility that he or she lives in.
2. The student identifies the specific housing facilities in several photographs or actual homes when driving through the community.
3. The student discusses why some families live in one type of housing facility and other families live in another type.

Domain: Daily Living Skills
Competency: 2. Selecting, Managing, and Maintaining a Home
Subcompetency: 7. Maintaining a Home

These Are My Jobs

Academic Components

Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Cut/Paste

School/Community Resource Person

Parent

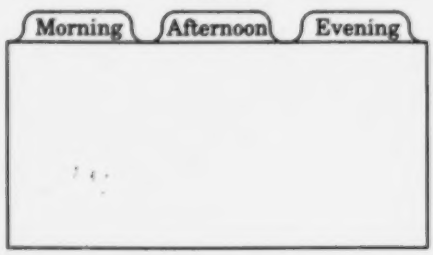
Objective

The student will consistently perform household maintenance jobs.

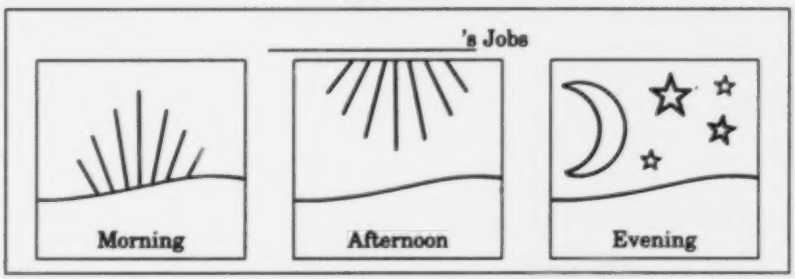
Activity

1. Students and their parents decide on a list of household jobs and responsibilities appropriate for the students' particular ages and abilities.
2. Students cut pictures out of magazines representing particular jobs (e.g., a child making a bed or feeding the dog).
3. These pictures are then be placed on tag or card stock approximately 4" × 5" in size. These pictures may be labeled.
4. Students may label their jobs on cards instead of using pictures.
5. Students use a Job Chart or a Job Box as a means of organizing the job cards (see examples). The pockets for the Job Chart or the dividers for the Job Box should be labeled by pictures or with words indicating which jobs should be done in the morning (before school), in the afternoon (after school), and in the evening (after dinner, before bed).

Job Box



Job Chart



6. Students place the job cards in the pockets on the Job Chart or behind the dividers in the Job Box.
7. Jobs are done at the appropriate time of day (e.g., morning—feed the dog; afternoon—homework; evening—clean room). If a job is done at more than one time during the day, then two separate cards need to be made.
8. In addition to personal and home responsibilities, extracurricular activi-

Job Reward Sheet

	Morning	*Afternoon*	*Evening*
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

ties can be placed on the cards (e.g., Little League). Surprise cards can also be slipped into the Chart or Box (e.g., bake cookies).

9. Once a job has been completed, the card containing that job is placed behind the rest of the cards.

Follow-up; Evaluation

1. The student is rewarded in some way for completing all of the assigned responsibilities. Depending on the individual student, this reward can be given at the end of the day or after the morning, afternoon, or evening jobs have been completed. The reward should be appropriate to the individual. For a young student, a sticker can be given when the jobs have been completed (see the Job Reward Sheet).
2. The student eventually moves to the point of doing the assigned responsibilities without the reminder of either a Job Chart or a Job Box.

Domain: Daily Living Skills
Competency: 2. Selecting, Managing, and Maintaining a Home
Subcompetency: 8. Using Basic Appliances and Tools

Home Appliances and Tools

Academic Components

Language (Oral Expression)
Language (Vocabulary)

Types of Activity

Cut/Paste
Discussion
Home Involvement
Sharing

School/Community Resource Person

Parent

Objective

The student will identify and state the purpose of several basic appliances and tools that are found in the home.

Activity

1. Students cut out pictures of basic home appliances and tools from various magazines, newspaper ads, and catalogs.
2. These pictures are glued on construction paper with the following headings: Kitchen, Bathroom, Laundry, Leisure, Cleaning, Outside.
3. The completed pages are compiled into a book entitled *Home Appliances and Tools*.
4. Every picture in this book is labeled by either the student or the teacher for purposes of increasing language skill development.
5. Upon completion of the book, the students take them home to share with their parents. Encourage the parents to take the time to name the appliances and tools in the book.
6. Encourage the parents to check those items on the included *Checklist of Home Appliances and Tools* that their child: (1) is familiar with by name and (2) has the opportunity to become familiar with by use.

Checklist
Home Appliances and Tools

Appliance/Tool	*Knows by Name*	*Has Used*
Kitchen		
Can Opener		
Toaster		
Coffee Pot		
Pots/Pans		
Utensils		
Blender		
Frying Pan		
Mixer		
Dishwasher		
Microwave		
Timer		
Nut Chopper		
Popcorn Popper		
Refrigerator		
Disposer		
Toaster Oven		
Crock-Pot		
Bathroom		
Scale		
Hair Dryer		
Curling Iron		
Electric Curlers		
Razor		
Shower		
Tub		
Laundry		
Washer		
Dryer		
Measuring Cup (Detergent)		
Iron		
Ironing Board		
Sewing Machine		
Needle/Thread		
Scissors		

Continued on next page.

7. Ask the parents to demonstrate the appliances and tools used in their home.
8. Have the students return the completed checklist to school within a week.
9. Discuss this checklist with the students as a group.

Follow-up; Evaluation

1. The student names and tells the purpose of a variety of home appliances and tools.
2. The student demonstrates the proper use of individual appliances and tools from the home as the teacher brings them to school.

Checklist
Home Appliances and Tools (Continued)

Appliance/Tool	*Knows by Name*	*Has Used*
Leisure		
TV		
Stereo		
Smoke Detector		
Clock		
Telephone		
Camera		
Video		
Cleaning		
Vacuum Cleaner		
Attachments		
Outside		
BBQ		
Rake		
Shovel		
Saw		
Wrenches		
Screwdrivers		
Hose		

Domain: Daily Living Skills
Competency: 2. Selecting, Managing, and Maintaining a Home
Subcompetency: 9. Maintaining Home Exterior

Our Garden

Academic Components

Language (Oral Expression)
Language (Vocabulary)

Objective

The student will identify and demonstrate the use of basic appliances and tools used in exterior maintenance.

Activity

1. Have the students construct a scrapbook or booklet containing pictures and labels of basic appliances and tools used in exterior home maintenance. These pictures may be found in magazines, catalogs, and brochures.

Types of Activity

Cut/Paste
Notebook
Discussion
Demonstration

2. Discuss the use of each appliance and tool.
3. Let the students observe a demonstration of a variety of these appliances and tools.
4. After the demonstrations, have the students demonstrate the use of the exterior maintenance items. These appliances and tools may be available for loan from the school janitor or brought to school by the teacher or parent.
5. As students use each item, safety procedures are to be strictly enforced. Various appliances and tools could be used in small odd jobs around the school grounds.
6. Take pictures of the students using each appliance and tool to illustrate the construction of a bulletin board.
7. If the facilities are available and permission has been received, students should plant a garden. This garden would not only be a valuable teaching experience, it would aid in the beautification of the school grounds.
8. The maintenance of this garden should be the sole responsibility of the students. On a weekly basis, the jobs involved in maintaining the garden should be rotated. The jobs consist of planting, watering, weeding, fertilizing, mulching, and insect and snail control.
9. Before the garden is planted, students need to study the procedures involved in both planting and maintaining a garden. They should decide which fruits, vegetables, or flowers appropriate to the season should be planted.
10. This activity involves a great deal of both time and actual labor. If the activity is not feasible, perhaps a variety of plants could be maintained in the classroom.

Follow-up; Evaluation

The student independently demonstrates an understanding of various jobs and has the ability to perform jobs involved in maintaining a home exterior.

Domain: Daily Living Skills
Competency: 3. Caring for Personal Needs
Subcompetency: 10. Dressing Appropriately

What Should I Wear Today?

Academic Components

Reading
Health
Language (Oral Expression)
Language (Written Expression)
Language (Vocabulary)

Types of Activity

Discussion
Cut/Paste
Notebook
Demonstration

Objectives

1. The student will identify various weather conditions and how they are related to dress.
2. The student will determine an appropriate dress for several weather conditons (rainy, cold, windy, hot, cloudy, snowy).

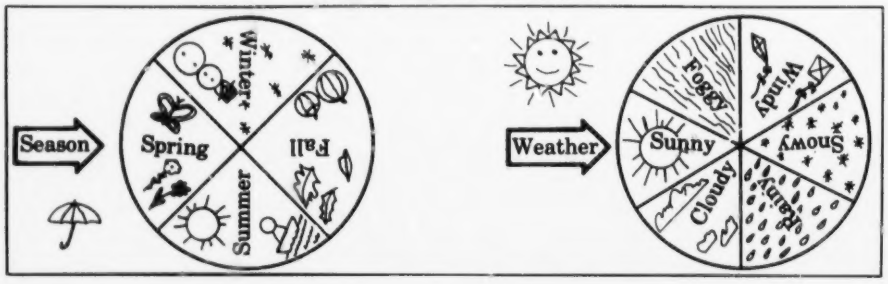
Activity One

1. Discuss on a daily basis the weather conditions along with the season. This may be done by using the visual aid of a weather and season chart. (See Chart 1.)
2. Have the students determine the weather and the season and set the charts accordingly.
3. A second chart could also be completed. The students place a daily picture depicting the weather on the chart. This chart may be used as a permanent chart in which only the name of the month and the daily weather cards are changed. An alternative chart allows students to draw a daily picture depicting the weather. (See Chart 2 and Alternative.)

Activity Two

1. Discuss as a group the four seasons and the typical weather conditions of each.

Chart 1
Weather and Season Chart



2. After the discussion, have the students look through various fashion magazines and catalogs. These magazines and catalogs should represent all seasons and weather conditions.
3. Students cut out several pictures of individuals (children and adults) wearing various types of clothing representing different weather conditions. These pictures can be placed in booklet form, on a poster to be displayed within the classroom, or on flannel and used as flannel board figures.
4. Students are given a hypothetical weather situation. They are asked to discuss appropriate clothing for the given weather situation, appropriately dress flannel board figures, cut out pictures from magazines, draw pictures, or role play by dressing with actual clothing.

Chart 2
What Is The Weather?

Month _____

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*

Alternative

Month _____

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*

Note: This activity could also be adapted to dressing appropriately for specific jobs and careers. Students will choose various types of dress representing different occupations.

Follow-up; Evaluation

The student demonstrates a knowledge of appropriate clothing to be worn for specific weather conditions by wearing appropriate clothing on a daily basis.

Domain: Daily Living Skills
Competency: 3. Caring for Personal Needs
Subcompetency: 11. Exhibiting Proper Grooming and Hygiene

Personal Cleanliness

Academic Components

Health
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Role Play
Illustration
Notebook
Home Involvement

School/Community Resource Person

Parent

Objective

The student will develop independence in performing grooming and hygiene skills.

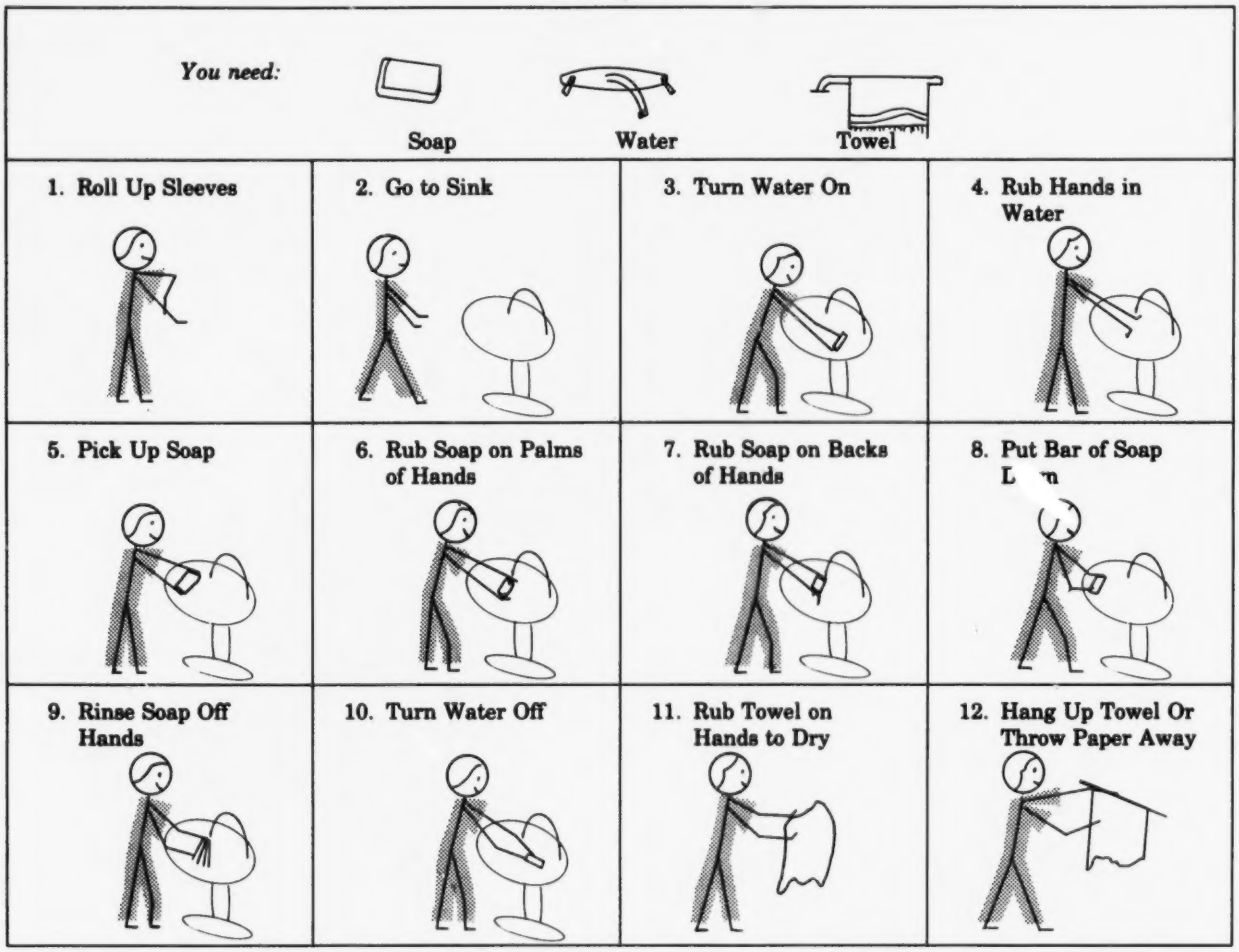
Activity

1. Conduct a class discussion on the topic of grooming and hygiene. As motivation for this discussion, use various pictures (magazine or photographs) of unkempt individuals, a doll that is dirty and ragged looking, or situation cards (e.g., "John has milk on his face from breakfast. What should he have used on his face as he was eating breakfast? What should he do now? How does he do this?").
2. After this discussion, the teacher and students focus their attention on one personal grooming and hygiene skill at a time. A variety of such skills to be covered include: washing and drying hands, washing and drying face, washing and drying hair, combing hair, taking a bath/shower, brushing teeth, wiping mouth, using deodorant.
3. Discuss in detail the particular grooming and hygiene skill being focused on by the group. As the discussion is taking place, record on the chalkboard all the steps needed to perform this task from beginning to end.
4. Once the task analysis is completed, the teacher or the students illustrate each step with a picture using one large sheet of butcher paper or individual pieces of drawing paper. This illustration can be an individual project or a group project in which students illustrate individual steps.
5. Another way to illustrate the individual steps of a task analysis is for photographs to be taken of the students actually performing each step.
6. See the example showing the illustrated steps to a sample task analysis.
7. The illustrations of a variety of completed task analyses could be compiled into a booklet entitled "Personal Cleanliness."
8. Make a duplicate of every task analysis for the students to take home.
9. If necessary, place the individual illustrated sheets in strategic places (e.g., above the sink) where they will be a constant reminder of the successive steps.

Follow-up; Evaluation

The student performs grooming and hygiene skills independent of any list or illustration.

Washing Hands


You need:
Soap
Water
Towel
1. Roll Up Sleeves
2. Go to Sink
3. Turn Water On
4. Rub Hands in Water
5. Pick Up Soap
6. Rub Soap on Palms of Hands
7. Rub Soap on Backs of Hands
8. Put Bar of Soap
9. Rinse Soap Off Hands
10. Turn Water Off
11. Rub Towel on Hands to Dry
12. Hang Up Towel Or Throw Paper Away

Domain: Daily Living Skills
Competency: 3. Caring for Personal Needs
Subcompetency: 12. Demonstrating Knowledge of Physical Fitness, Nutrition, and Weight Control

What Does It Take?

Academic Components

Health
Science
Physical Education
Language (Oral Expression)

Objectives

1. The student will recognize the components of a physically fit body.
2. The student will recognize the consequences of a physically unfit body.

Activity One

1. Discuss the three primary components of physical fitness—proper nutrition, adequate exercise, and sufficient rest.
2. This information could be used in con-

Types of Activity

Discussion
Bulletin Board
Cut/Paste
Demonstration

School/Community Resource Persons

Parent
Physical Education Instructor

structing a bulletin board entitled "What Does It Take To Have A Physically Fit Body?"

3. Use magazine pictures as a visual aid accompanying the lists of information about the primary components of physical fitness. Nutrition, involving the four food groups—protein, dairy products, fruits and vegetables, and breads and cereals—is easily pictured by using various magazines. Exercise can be illustrated by using pictures from various sports and fitness magazines. When discussing the component of rest, it should be explained that rest includes more than sleep. Rest includes nonaggressive activities in which the body is allowed to "quiet down."

Activity Two

1. A second activity involves a discussion of a body that does not meet the three components of physical fitness.
2. Students once again examine magazines, newspapers, and any other materials picturing children, youth, and adults. Use these pictures in comparing physically fit and physically unfit individuals.
3. Students examine these pictures carefully and discuss the possible consequences of an unfit body: being overweight, having a lack of energy, and feeling unhappy about oneself.
4. This activity provides an opportunity to discuss diet at length. A weight control diet could be shown alongside a Four Food Groups chart to allow easy explanation. Many of the pictures found in magazines showing physically unfit individuals are advertisements for some type of weight control product or program. The pros and cons of these various programs and products should be discussed and the dangers of many should be emphasized.
5. Simple exercises that could aid in attaining a physically fit body should be demonstrated to the students by the classroom teacher, the physical education teacher, or an individual with expertise in this area (contact a local health club for a representative to come to the classroom).
6. A discussion of proper and improper attitudes toward physically different individuals is the crucial ending to the activity.

Follow-up; Evaluation

1. The student names the three primary components of physical fitness and discusses each.
2. The student discusses the ways in which an individual could maintain physical fitness.

Domain: Daily Living Skills
Competency: 3. Caring for Personal Needs
Subcompetency: 13. Demonstrating Knowledge of Common Illness Prevention and Treatment

Poison—Stay Away

Academic Components

Reading
Science
Health
Language (Vocabulary)

Objective

The student will identify potential hazards in the home.

Activity One

1. Introduce students to a vocabulary list of words indicating potential hazards. These words include: DANGER, POISON, HARMFUL IF SWALLOWED,

Types of Activity

Discussion
Class Field Trip
Role Play
Demonstration

School/Community Resource Persons

Pharmacist
Telephone Co. Representative

WARNING, CAUTION, CHILD RESISTANT, KEEP OUT OF CHILDREN'S REACH, WARNING, COMBUSTIBLE, IRRITANT, AVOID CONTACT WITH EYES. These words could be introduced in a variety of ways, such as bringing to the classroom a variety of products labeled with these warnings. Show the containers, read the labels, and explain the meanings and cautions.

2. After this introduction, take the students on a field trip to a local drug store that carries items such as household cleaners and drugs.
3. Students observe products and look for vocabulary words that indicate potential hazards.
4. Each student is responsible for forming a list of hazardous products and a vocabulary list indicating a potential hazard. This activity may need to be replaced by the teacher's master list.
5. The field trip to the drug store needs to be prearranged, primarily with the pharmacist. The pharmacist should be asked to take this opportunity to explain to the students the potential hazards of many drug items. Have the pharmacist explain the responsibilities of the job and the difference between prescription and nonprescription drugs.
6. Students collect various brochures at the drug store and a business card from the pharmacist to place in their field trip or careers notebooks.
7. Upon returning to the classroom from the field trip, the students should discuss the events of the day. The objective for taking this field trip was to make the students aware of the many items found in the home that are potential hazards. An item of potential hazard is recognized by the vocabulary on the product itself.

Activity Two

1. A second activity begins with a discussion of treatment methods when a product is misused and becomes a danger to an individual.
2. The teacher should contact the local telephone company to request materials on obtaining emergency assistance by means of the telephone (e.g., Telezonia—a free telephone training kit from General Telephone). At the same time, the teacher should inquire about receiving a telephone to be used in the classroom.
3. Students list emergency phone numbers for contacting the ambulance, police, fire department, and a family doctor. Students bring the phone number of their family doctor from home or the teacher locates this information on the student's emergency card filed in the school office.
4. Students practice dialing the various emergency phone numbers.
5. Both the teacher and the students are involved in a role-play activity. Various hypothetical situations are given: Who would you call if your house was on fire? What would you say to the person you called? Who would you call if your baby brother swallowed some dishwasher detergent? What would you say? As the student "calls," the teacher is on the other line acting as the person receiving the telephone call.

Follow-up; Evaluation

1. The student reads several vocabulary words indicating potential hazards.
2. The student identifies several products labeled with a word indicating a potential hazard.
3. The student identifies the proper use of these products.
4. The student writes a job description of a pharmacist to be kept in a careers notebook.
5. The student demonstrates in a hypothetical emergency situation the appropriate way to obtain emergency assistance by phone.

Domain: Daily Living Skills
Competency: 4. Raising Children, Enriching Family Living
Subcompetency: 14. Preparing for Adjustment to Marriage

I'm The Husband—I'm The Wife

Academic Components

Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Role Play
Chart

School/Community Resource Persons

Husband/Wife Guest
Single Adult Guest

Objectives

1. The student will become familiar with the various roles and responsibilities of a husband and a wife in the institution of marriage.
2. The student will become familiar with the various roles and responsibilities of a single adult.

Activity One

1. Students at the elementary level do not need to begin preparing specifically for marriage. However, they have observed the institution of marriage (if not at home, through relatives or friends) and the roles of husband and wife.
2. Conduct a class discussion about the various roles of a husband and a wife. If desired, include the roles of other family members.
3. As each student contributes to the discussion, list these roles on a chart. This chart could be illustrated with pictures from magazines or photographs.
4. As part of this discussion, a husband-wife team (not the parents of any of the students in the classroom) should be invited to share information about their roles and responsibilities. Prepare specific questions to ask the husband and/or the wife. (What are your responsibilities in marriage? Why did you want to be a husband or wife? Is it work? What keeps you happy in marriage?)
5. After the discussion, the stage will be set for a role-play activity. (e.g., What happens after a parent comes home from work? What do the husband and wife do on a workday around the house? What happens if each wants to watch a different television program and there is only one TV in the house?)

Activity Two

1. A related activity includes a discussion about the roles and responsibilities of a single adult. At best, this activity should be held with both a husband-wife team and a single adult present to give valuable input as to similarities and differences in roles and responsibilities. Again, students should have questions prepared to ask the single adult. (Do you have responsibilities as a single adult? Why did you choose to be single? Do you ever get bored or lonely? Do you wish that you had children? Do you always want to be single?)
2. As this discussion is taking place, a comparison chart should be developed showing the similarities and differences between marriage and single adulthood.

Note: Throughout this activity, stress should be placed on the fact that both life styles (marriage and single adulthood) are acceptable and fulfillment in either depends upon the individual.

Follow-up: Evaluation

1. The student discusses the roles and responsibilities of a husband and a wife, the roles and responsibilities of a single adult, and compares the two life styles.
2. The student writes a sentence or a paragraph about being a husband and/or a wife.
3. The student shares the role that he or she would like to assume (marriage or single adulthood.).
4. The student writes the special guests a thank-you note for sharing time in the classroom. Within this note, he or she could share one thing that was learned because of the guests' participation.

Domain: Daily Living Skills
Competency: 4. Raising Children, Enriching Family Living
Subcompetency: 15. Preparing for Raising Children (Physical Care)

My Egg and I

Academic Components

Health
Language (Oral Expression)

Types of Activity

Discussion
Role Play
Demonstration
Home Improvement

School/Community Resource Person

Parent

Objective

The student will demonstrate the procedures necessary in the care of a child's physical well-being.

Activity

1. This particular activity is enjoyable for students at almost any level.
2. Each student is responsible for caring for an egg (not hard boiled—that's cheating!) for a 24-hour period. This egg is a "pretend" human child.
3. The student may dress the child appropriately before taking care of him or her.
4. The importance of proper child care should be discussed. Basic safety measures for the protection of a child should also be discussed. The students need to see the importance of their responsibility in caring for a child.
5. The students are responsible for the care of their children throughout the entire 24-hour period—in the classroom, at recess, at lunch, on the bus, at home, and back to school the following day.
6. The students may not leave the children alone at any time. (What are the hazards of leaving a child alone?) If the students choose to leave the children in the care of other individuals, they must make sure that the individuals are responsible and caring persons. (What could possibly happen if a child was left in the care of someone who was not responsible or caring?) The students should be made aware that children need to be protected at all times.

Follow-up; Evaluation

1. The student has a "whole" child at the end of the 24-hour period. The physical well-being of this "child" has been properly cared for.
2. The student describes his or her experiences throughout the 24-hour period. This can be done by discussion, a written sentence or paragraph, or both.
3. The student discusses the many things involved in the physical care of a child and its importance.

Domain: Daily Living Skills
Competency: 4. Raising Children, Enriching Family Living
Subcompetency: 16. Preparing for Raising Children (Psychological Care)

I Can Help

Academic Components

Health
Language (Oral Expression)
Language (Written Expression)

Objective

The student will become familiar with the "do's and don'ts" in child care.

Activity

1. Invite a parent with a young child to the classroom. A hands-on experience is the best way to accomplish the ob-

Types of Activity

Discussion
Demonstration
Role Play

School/Community Resource Person

Parent

jective of familiarizing students with both the psychological and physical care of children. Although this activity is included as a part of the psychological care of children, it will be evident that the physical care of children is included. A child's psychological well-being is developed in a positive sense when physical needs are met.

2. Ask the parent to discuss with the students the do's and don'ts of child care, both psychological and physical. These do's and don'ts include such things as food and feeding techniques, diapering, play activities, safety and hazard procedures, physical contact, love, and discipline.
3. Have the parent demonstrate as many of the items discussed as possible. If the opportunity arises, it would be an educational experience for the students to have physical contact with the child in some way: feeding, holding, diapering, playing, changing clothes.
4. Throughout the discussion and the demonstration, practical suggestions and tips should be given to the students by the parent as to how they can help in caring for a baby or a younger child.
5. While this activity is taking place, a camera is a must! Better yet, a video camera!

Follow-up; Evaluation

1. The student lists the do's and don'ts in child care.
2. The student lists ways he or she can assist in the care of a baby or younger child.
3. The student explains the difference between the psychological and physical care of a child and how they are related.
4. The student writes a thank-you note to the parent who brought the child to the classroom.

Domain: Daily Living Skills
Competency: 4. Raising Children, Enriching Family Living
Subcompetency: 17. Practicing Family Safety in the Home

Safety First

Academic Components

Health
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Demonstration
Home Involvement

School/Community Resource Persons

Parent
Fire Department Representative

Objectives

1. The student will take active measures in assisting the family against potential dangers in the home.
2. The student will identify the emergency situations of a fire, an earthquake, and a storm and will identify the appropriate action to be taken in the event of each.

Activity

1. This activity gives students and parents the opportunity to hear a representative(s) from the local fire department speak about safety in the home. The teacher will need to prearrange this activity by calling the fire department and telling them of the purpose of this classroom visitation (i.e., avoiding and escaping emergency situations).
2. The representative(s) identifies (with the use of visual aids) the emergency situations of a fire, an earthquake, and a storm. Ask the representative(s) to demonstrate the appropriate safety measures to be taken in the event of each. Precautionary measures for avoiding these emergency situations should be stressed.
3. Give each student the opportunity to

assist at some point in the discussion and presentation.
4. Encourage the parents to ask questions about their particular living quarters and the safety procedures involved.

Follow-up; Evaluation

1. The student and parents return home with notes from the speaker's presentation. Both the student and the parents design a family plan for safety measures in their home in the event of a fire, an earthquake, or a storm. Student and parents discuss precautionary measures to avoid an emergency situation in their home.
2. The student discusses his or her family's plan with classmates and the teacher.
3. The student writes a thank-you note to the representative(s) of the fire department.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 18. Demonstrating Appropriate Eating Skills

How Are My Eating Behaviors and Manners?

Academic Components

Health
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Illustration
Role Play
Demonstration

Objective

The student will demonstrate appropriate eating behaviors and proper manners on a consistent basis.

Activity

1. Students begin this activity by discussing appropriate eating behaviors and proper manners. List the students' suggestions.
2. Ask the students to discuss the differences and similarities in eating behaviors and manners while eating at home, in the cafeteria at school, and at a public restaurant.
3. Conduct a classroom discussion about the things that bother the students when they are eating lunch in the school cafeteria. Ask the students how they could change the things that bother them. Perhaps the students would enjoy drawing or painting a poster or a mural, to be hung in the cafeteria, illustrating appropriate eating behaviors and proper manners while eating in the cafeteria.
4. After this introductory discussion, involve the students in a role-play activity. There are three different settings in this activity: the kitchen table, the cafeteria table, and a table at a restaurant. Various props will be needed before the activity begins (tables, chairs, plates, cups, silverware, napkins, placemats, cafeteria trays, menus, uniforms for the waitress and waiter, pad for ordering food, tip tray, salt and pepper shakers, ketchup bottle, sugar dispenser). The students role play one setting at a time, exhibiting appropriate eating behaviors and proper manners.
5. After the students have had plenty of practice in the role-play situation, they will be ready to venture into the real world.
6. Ideally, the student is video-taped while eating at home, in the cafeteria, and at a restaurant. The video-tape is the best means of showing the students how they actually appear as they are eating. If a video camera is not available, a camera will be sufficient.
7. The three video-taped sessions are obviously not all taken on the same day. It is difficult for the teacher to video-

tape each of the students while they are eating a meal at home. Elicit the help of the parents in taking a photograph of their child eating at the dinner table.
8. These video-tapes could be viewed one at a time after the particular meal has been eaten, or viewed as a group of all three in which case similarities and differences should be discussed.
9. After the video-tapes have been viewed, the students discuss the events that took place. Students should share areas that they feel they could improve. The focus should be placed on appropriate eating behaviors and proper manners.

Follow-up; Evaluation

1. The student demonstrates appropriate eating behaviors and proper manners while eating in the school cafeteria.
2. The student writes a sentence or a paragraph describing what was learned about his or her eating behaviors and manners.
3. The student writes a sentence or a paragraph describing the eating behaviors and manners that need to be improved and those that are appropriate and do not need improvement.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 19. Planning Balanced Meals

The Four Food Groups

Academic Components

Science
Health
Language (Oral Expression)

Types of Activity

Discussion
Chart

Objectives

1. The student will become familiar with the four food groups and the concept of a balanced meal.
2. The student will plan a balanced meal to be prepared in the classroom.

Activity

1. Conduct a class discussion about the four food groups—what they are and the food items for each group. It will be most effective if a chart is used to illustrate the food group (contact the National Dairy Council).
2. Students make a chart or poster illustrating the food items from the four food groups, protein, dairy products, fruits and vegetables, breads and cereals, by using pictures of foods cut out from various magazines. Students are also responsible for listing at the bottom of each food group the number of servings that each food group should have in a balanced meal as well as in a day's time.
3. Suggest several meal ideas (1. pizza, salad, and milk; 2. hotdogs, chips, coke, and a cookie; 3. donuts and milk; 4. eggs, bacon, toast, and orange juice). Have the students use the four food groups chart as a reference in deciding whether or not the suggested meal is a balanced one.
4. Once again, using the four food groups chart as a guide, have the students plan a balanced meal. This can be done on an individual basis and brought to the group to discuss or completed as a group.
5. As a group, the students choose one balanced meal to prepare in the classroom. The available cooking appliances and utensils need to be taken into consideration.

Follow-up; Evaluation

1. The student names the four food groups and the food items in each.
2. The student plans a balanced meal without assistance.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 20. Purchasing Food

A-Shopping We Will Go

Academic Components

Math
Reading
Language (Oral Expression)

Types of Activity

Home Involvement
Sharing
Cut/Paste
Class Field Trip
Discussion

School/Community Resource Persons

Parent
Community Grocery Store Personnel

Objectives

1. The student will exhibit responsibility in contributing to the balanced meal to be prepared in the classroom.
2. The student will accompany classmates on a field trip to a local grocery store to purchase the necessary food items for the meal to be prepared in the classroom.
3. The student will be responsible for shopping from a shopping list.

Activity One

1. After the students have planned a balanced meal to be prepared in the classroom, instruct each student to bring an item of food to contribute to the meal.
2. Have the students notify their parents (verbally or with a note) as to the assignment. The parents should be allowed two days in which to purchase the food item (e.g., assign the students their food items on Wednesday if the meal is to be prepared in the classroom on Friday).
3. The parents are responsible for taking the student to a local grocery store to purchase the food item. The student should be encouraged to locate the food item; find the least expensive brand; wait in line, exhibiting proper behavior; pay for the item, making the correct change; and bring the food item to school on the day that the cooking is to take place. The parent may need to model the above behaviors, provide minimal assistance, or allow the student to perform the task independent of any assistance. In any case, the parent is encouraged to provide as little assistance as possible and to take advantage of the learning experience.
4. This activity should be discussed with the parents ahead of time, perhaps at Back-to-School Night. If it appears that the activity will be difficult to accomplish due to restrictions of time or finances, then the activity should be modified.

Activity Two

1. An alternate activity allows for the students to purchase the food for the meal to be prepared in the classroom as a group during school hours.
2. Using the planned balanced meal, students list all of the necessary food items needed to prepare the meal.
3. Divide the list evenly among all of the students.
4. If the students are nonreaders, cut out pictures from magazines and newspapers or use the actual labels from the food items (collected by the teacher) and make the students' grocery lists using these pictures. If the students are readers, list the food items that they are responsible for finding while at the grocery store.
5. Students take their lists to a local grocery store and find each item. The students walk together through the store as a group using "grocery store voices."
6. All of the food items could be placed in one grocery cart and paid for at one time.

Follow-up; Evaluation

1. The student is responsible for bringing designated food item to school on the day that cooking will take place.
2. The student develops independence in

shopping for one or more items at the grocery store.
3. The student demonstrates appropriate public behavior at a grocery store (e.g., walking down the aisles, using the proper voice, not bumping into or standing in front of people, waiting in line patiently at the cash register).
4. The student discusses the consequences of forgetting an item on a grocery list.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 21. Preparing Meals

My Cookbook

Academic Components

Reading
Math
Language (Vocabulary)
Language (Written Expression)

Types of Activity

Discussion
Illustration

Objective

The student will collect recipes and compile a cookbook.

Activity One

1. As the students prepare meals in the classroom, the recipes for each item are read in detail and the students assist by following them carefully. Review each step in the recipe before the food is cooked or baked.
2. After the food has been prepared and eaten, the food preparation area cleaned, and the remaining food stored properly, have the students review the recipe. As the students recall the steps taken in following the recipe, write these steps on the chalkboard or on tag board. Students once again have the opportunity to read such words as: oven, preheat, mix, grease bottom only, combine, drop, bake, oil, water, egg, stir, 1/4 cup, 1/2 cup, 1 cup. While the teacher is reviewing and writing the recipes on the board, the aide writes the same recipes on a ditto master.
3. These dittos are illustrated by the students.
4. Place all of the recipes in cookbook form at the end of the unit.

Activity Two

1. An alternate activity is for the students to place their recipes on recipe cards. This activity requires the students to have fairly accurate writing skills. These recipe cards could be placed in a recipe box instead of a cookbook.
2. Students could add to the cookbook or recipe box by bringing favorite recipes from home.
3. Both the cookbook and the recipe box make a personal and practical Mother's Day gift.

Follow-up; Evaluation

1. The student demonstrates an understanding of a recipe by following it accurately.
2. The student recognizes a variety of cooking terms found as part of a recipe.
3. The student demonstrates an understanding of a variety of cooking terms found as part of a recipe.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 22. Cleaning Food Preparation Area

Cleanliness Is Important

Academic Components

Health
Language (Oral Expression)

Types of Activity

Discussion
Demonstration

Objective

The student will demonstrate appropriate cleaning procedures before, during, and after preparation of food.

Activity

1. Students discuss the reasons for personal cleanliness while preparing food and for cleanliness of food preparation areas.
2. The cleaning procedures before cooking, during the preparation, and after the completion should be discussed step by step.
3. Also have the students discuss the various cleaning supplies needed for personal cleanliness and for cleanliness of the food preparation areas. Such cleaning supplies are: hand soap, dish soap, dishwasher soap, dish cloths, towels, paper towels, scrubbing pad, scouring powder. There should be a sample of each supply.
4. The temperature of the water (hot vs. cold) for washing hands, the dishes, the appliances, and table-tops need to be discussed.
5. Demonstrate the various cleaning procedures. These include washing dishes, drying dishes, clearing table-tops, washing off table-tops, wiping appliances, storing dishes, and taking out the trash.
6. Assign various tasks to the students. These responsibilities take place as the students prepare a snack or a meal.
7. If cooking takes place on a regular basis, the assigned responsibilities need to be on a rotating schedule. (See the Clean-Up Duty Wheel.)

Clean-Up Duty Wheel

Follow-up; Evaluation

1. The student adequately performs assigned cleaning procedures using the appropriate cleaning product.
2. The student demonstrates appropriate personal cleanliness before and during the food preparation time period.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 23. Storing Food

Proper Food Storage

Academic Components

Health
Science
Reading
Language (Vocabulary)
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Demonstration
Cut/Paste
Chart
Notebook
Sharing
Home Involvement

School/Community Resource Person

Parent

Objectives

1. The student will recognize the need for proper food storage.
2. The student will become familiar with the various means of storing food.

Activity

1. Students discuss the need for appropriate food storage.
2. Students list various food items and the proper storage of each. These items should be listed in the following categories: refrigerator, freezer, room temperature. These lists could be written on the chalkboard or a chart.
3. An alternate activity is for the students to cut out pictures of food items from various magazines and place them on construction paper with the proper heading: Refrigerator, Freezer, Room Temperature. These three headings should also be illustrated. The pages should then be placed in booklet form.
4. Each student is responsible for bringing an item of food from either the list or the booklet. A specific storage category is assigned to each of the students (e.g., Ronald—refrigerator, Chris—room temperature, the teacher—freezer).
5. Have the students experiment with the various food items (e.g., a portion of the milk will be kept at room temperature and a portion will be placed in the freezer). They should realize that results usually take time. But they should see some type of results due to improper food storage by their next day at school.
6. Have the students describe the consequences of storing food items in an inappropriate place. Let them observe and describe the appearance and smell of each spoiled item.

Follow-up; Evaluation

1. The student is asked to place various food items in the appropriate storage place.
2. The student explains the consequences of improper food storage.

Domain: Daily Living Skills
Competency: 6. Buying and Caring for Clothing
Subcompetency: 24. Washing Clothing

This Goes with This Color, This Goes with That Color

Academic Component

Visual Perception

Objective

1. The student will sort laundry in preparation for washing it. The laundry, other than the towels, will be sorted by color. There will be a separate group for towels.

Types of Activity

Demonstration
Discussion

Activity

1. Use laundry bags to aid the students in determining the proper placement of laundry when sorting. The laundry bags are easily made by either the students or the teacher; a white pillow case is used for the white clothes, a powder blue pillow case is used for the light colored clothes, a dark brown pillow case is used for the dark clothes, and a case made out of a large beach towel (folded in half and sewn up the sides) is used for the towels. Clothes that need special handling should be set aside and discussed in detail as another activity.
2. Students sort laundry by placing each piece of clothing to be laundered into the appropriate laundry bag.
3. Carry the activity a step further and take the students to the laundromat as a field trip.
4. Throughout this activity, conduct a discussion as to the reason for sorting laundry into various piles by color and fabric. Also discuss the possible consequences if clothing is not sorted before laundering. Bring examples to class, e.g., shrunken shirt, "pink" clothes from a white/red mix, etc.

Follow-up; Evaluation

1. The student sorts laundry into the laundry bags without assistance.
2. The student sorts laundry into four separate piles (white, light, dark, towels) without using the laundry bags.
3. The student discusses the reasons for sorting clothes before they are to be laundered.

Domain: Daily Living Skills
Competency: 6. Buying and Caring for Clothing
Subcompetency: 25. Ironing and Storing Clothing

I'm Learning to Iron Carefully

Academic Components

Reading
Visual Perception

Types of Activity

Discussion
Demonstration
Notebook

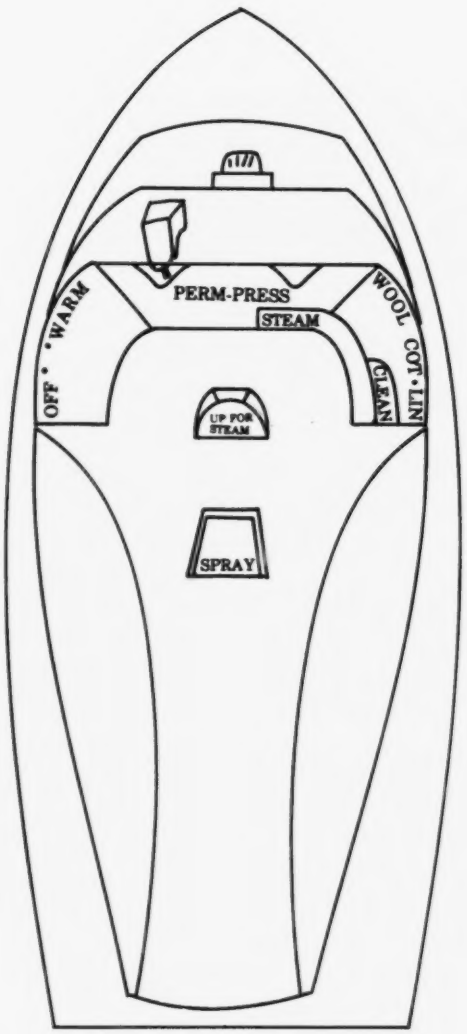
Objectives

1. The student will demonstrate the proper technique for ironing basic articles.
2. The student will identify the proper temperatures for ironing a variety of common fabrics.

Activity

1. Demonstrate the proper ironing technique and the appliances needed. Discuss safety precautions when using an iron while the demonstration is taking place.
2. Give the students an opportunity to use the iron. The first article to be ironed should be something large and relatively simple (e.g., pillow case). Each item of clothing to be ironed should become progressively more difficult.
3. A second activity allows the students to become familiar with the control lever and the temperature settings. Conduct a discussion about temperature control; have a drawing of an iron in front of the students as a visual aid (see example). Review each temperature setting. Discuss the difference between a steam iron and a dry iron.
4. Demonstrate temperature control by using a variety of fabrics. Give a demonstration of what happens to fabric when the wrong temperature setting is used, i.e., an iron that is too hot or too cold.
5. Have the students participate in this demonstration.
6. As this demonstration is taking place,

Iron



the students will be compiling a notebook of different kind of fabric types and the appropriate iron temperature to be used with each.

7. Include in this notebook the drawing of an iron and its temperature control.

Follow-up; Evaluation

1. The student irons a large and simple item without assistance.
2. The student discusses the temperature settings as related to various fabric types.
3. The student uses the correct temperature control when ironing various fabric types.
4. The student irons, demonstrating appropriate safety measures.
5. The student completes a notebook containing various fabric types and the appropriate iron temperature to be used with each.

Domain: Daily Living Skills
Competency: 6. Buying and Caring for Clothing
Subcompetency: 26. Performing Simple Mending

My Sewing Kit

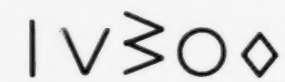
Academic Component	*Objective*	*Activity*
Visual Perception (Fine Motor)	The student will perform simple and basic hand sewing.	1. Students should each have access to a sewing kit. Items could be brought from

Type of Activity

Demonstration

home or provided by the teacher. Discuss the necessary items in a sewing kit. Such items include scraps of fabric, several buttons, several colors of thread, needles, straight pins, and scissors. Various activities could take place using this sewing kit that provide simple and basic hand sewing.

2. Students could match several colors of thread to several scraps of fabric. If there is not an exact match of thread color for a specific color of fabric, students decide on a close match.
3. Students could practice threading several needles. The size of the eye on the needles should vary. This is a lesson in itself. Students could be taught to use a threader.
4. Students could perform a simple basting stitch by hand. If a sewing machine is available, a simple basting stitch by machine could be practiced.
5. Students could sew a simple basting stitch following a pattern that has been penciled onto the fabric, for example:



6. Students could sew several buttons onto the scraps of fabric. A variety of types of buttons should be used, i.e., two-hole, shank, and four-hole.
7. A more advanced activity would involve the assignment of specific repairs to each of the students (e.g., mending a split in a pair of pants, sewing a button onto a shirt, repairing a ripped seam in the armhole of a shirt).
8. An even more advanced activity would be for the students to sew a simple item using the machine (e.g., an apron). This activity involves several steps in addition to the actual sewing of the item (e.g., cutting the pattern, placing the pattern on the fabric, reading the pattern, cutting out the fabric using the pattern).

Follow-up; Evaluation

1. The student independently performs simple and basic hand sewing using the sewing kit. He or she displays a variety of skills.
2. If a sewing machine is available, skills should be performed by each of the students.

Domain: Daily Living Skills
Competency: 6. Buying and Caring for Clothing
Subcompetency: 27. Purchasing Clothing

My Clothing and Shoe Sizes

Academic Components

Health
Math
Language (Written Expression)
Language (Oral Expression)

Objective

The student will identify his or her body size and shoe size.

Activity

1. Take the students to a clothing store and a shoe store on a field trip. It is crucial in this case, as in all field trips, that the teacher prearrange the location of the field trip. At both the clothing store and the shoe store, the employees who are offering their services must be well aware of the measuring techniques in sizing children's clothing and shoes.
2. Students are measured and sized at both the clothing store and the shoe store. Only the basic clothing sizes will be necessary (e.g., pants, shirts, dresses, skirts, blouses, socks, and shoes).
3. The student or the teacher records these sizes and later transfers the sizes to a

Types of Activity

Class Field Trip
Discussion
Chart

School/Community Resource Persons

Community Clothing Store Personnel
Community Shoe Store Personnel

wallet-sized card to be carried with the student.

4. After all of the sizes have been received, the students tour both the clothing and shoe stores to locate those items in their sizes. The sizes are usually located on both the item and the clothing rack. The employee at the shoe store is the person responsible for bringing samples of various shoes to the students.
5. Upon returning to the classroom, discuss the weight and height of the students in relation to the size of clothing that they wear. Shoe sizes usually are not consistent among the same size individuals, although the difference between children's size shoes and adult's size shoes should be noted.
6. Also discuss with the students the fact that their body size changes until they reach adulthood, and therefore their clothing and shoe size will also change.
7. In addition to identifying personal sizes of clothing and shoes, students are responsible for recording the size of clothing and shoes of each of their family members (see the example of the Clothing and Shoe Size List). Most students at the elementary level do not need this information for purchasing an item of clothing or shoes for a family member, although the information may be kept in a wallet and used when purchasing a gift.

Example: Clothing and Shoe Size List

Size List					
Name	*Sizes*				
	Shirt	*Pants*	*Dress*	*Shoes*	*Socks*

Follow-up; Evaluation

1. The student discusses the similarities and differences among classmates as to sizes in clothing and shoes.
2. The student discusses the consequences of not changing clothing and shoe size when the body changes in size.
3. The student discusses the roles and services provided by the employees at both the clothing and shoe stores.
4. The student returns the clothing and shoe size list of family members.
5. The student writes a sentence or a paragraph about the experience at the clothing and shoe stores.
6. The student writes a thank-you note to the employees at both the clothing and the shoe stores.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 28. Generally Understanding Local Laws and Government

A Police Officer Speaks

Academic Components

Social Studies
Language (Oral Expression)
Language (Written Expression)

Objectives

1. The student will understand the importance of local laws and the consequences of violating these laws.
2. The student will become comfortable with the status of law enforcement officials and respond accordingly when questioned.

Types of Activity

Discussion
Role Play

School/Community Resource Person

Police Officer

Activity

1. Invite a police officer to speak to the students and ask him or her to discuss (a) why local laws are important, (b) what local laws specifically apply to the students, and (c) what the consequences are of violating these laws. It is important for the students to realize that police officials want to help others if they are lost or in some type of danger and that the students need not be afraid of a police officer.
2. Before the police officer actually arrives, the students should develop questions pertaining to laws affecting them as citizens. Encourage the students to ask these questions.
3. Ask the police officer to use as many visual aids as possible so as to reinforce what is being said.
4. While the police officer is in the classroom, request him or her to discuss the importance of having identification in one's possession. This identification could be used if the student becomes lost, needs help, or needs to be questioned by "the law" for some reason.
5. Assist the students in filling in the necessary information for an identification card to be carried in a wallet. In addition to carrying an identification card, the students should be working on memorizing their identification information—name, address, phone number.
6. The police officer may have time to role play a situation with the students in which a student is stopped and questioned for breaking the law. The student needs to show an identification card or verbally tell the officer his or her identification information. The student tells what law has been broken and why it has been broken. Ask the police officer to explain the consequences of breaking this law.

Follow-up; Evaluation

1. The student discusses the position and importance of a police officer.
2. The student discusses the importance of the law.
3. The student constructs a chart listing the laws that specifically apply to him or her. The consequences of violating these laws should also be listed.
4. The student carries a completed identification card.
5. The student memorizes identificaton information—name, address, and phone number.
6. The student role plays a situation in which a law is heeded or abused.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 28. Generally Understanding Local Laws and Government
29. Generally Understanding Federal Government

Our Government

Academic Components

Reading
Social Studies
Language (Oral Expression)
Language (Written Expression)

Objective

The student will become familiar with local, state, and federal government officials.

Activity

1. Conduct a class discussion about the purpose and need for various government officials at the local, state, and federal levels.

Types of Activity

Cut/Paste
Bulletin Board
Illustration
Home Involvement

School/Community Resource Persons

Parent
Librarian

2. To increase the students' understanding of which government officials are being discussed, a photograph accompanying the names of the officials would be an excellent visual aid. These pictures can be obtained by writing to the various officials before this particular activity takes place. Contact either the local City Hall or the State Capitol Building.
3. A bulletin board using these photographs could be constructed listing the appropriate name, position, and responsibilities of each official.
4. Another visual aid to help explain the hierarchy of local, state, and federal officials would be a comparison chart showing the "government officials" of the school—principal, ancillary persons, teachers, secretary, nurse, janitor, and students.
5. Students take a more active interest in this activity if they are provided the opportunity to write to the various government officials who have been discussed and pictured on the bulletin board. The students could compose a letter as the teacher writes this dictated letter on the chalkboard. The letter should then be duplicated, signed by each of the students, and mailed to each government official.
6. Students will anxiously await responses to their letters. When the answers do return, read them together as a group and display them on the bulletin board.

Follow-up; Evaluation

1. The student identifies the major government officials at the local, state, and federal levels.
2. The student states the purpose and need for government officials.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 30. Understanding Citizenship Rights and Responsibilities

Am I a Responsible Citizen?

Academic Components

Social Studies
Language (Oral Expression)

Types of Activity

Discussion
Demonstration

Objective

The student will identify the major responsibilities of a "citizen."

Activity

1. Conduct a class discussion on the qualities of a "good citizen." Initially, focus this discussion on the qualities of a "good citizen" within the classroom. Have the students as a group list the qualities that must be present if a student is to be called or considered a "good citizen" (e.g., responsible, considerate, obeys given rules, follows through with assigned tasks, faithful).
2. Also discuss and have the students list the consequences of both positive and negative citizen behavior.
3. One "good citizen" could be appointed at the end of each day. This student should be rewarded with a "good citizen" ribbon.
4. Extend this discussion and activity to include the qualities and responsibilities of a citizen within the community (e.g., responsible in taking care of one's home, considerate to one's neighbors, obeys rules of the community, follows through with assigned tasks, supports events of the community).
5. Students should discuss the qualities and responsibilities of a U.S. citizen (e.g., voting, paying taxes, observing laws).

At this point in the discussion, introduce the students to the Constitution of the United States and the Declaration of Independence. These documents should be read and applied to the students as individuals.

6. Students need to learn that along with the many "rights" that they have as United States citizens come the many "responsibilities" that they should uphold. Every right that a citizen has (within the classroom, community, and country) contains a responsibility of citizenship.
7. Students should also be made aware of the fact that if citizens do not observe their responsibilities they may in fact be denied their rights as citizens.

Follow-up; Evaluation

1. The student exhibits the qualities of a "good citizen" within the classroom.
2. The student is able to discuss the reasons for being a "good citizen" and the consequences of positive and negative citizen behavior.
3. The student discusses the qualities of a citizen within the community and the qualities of a United States citizen.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 31. Understanding Registration and Voting Procedures

An Election

Academic Components

Social Studies
Language (Vocabulary)
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Cut/Paste
Role Play

Objective

The student will become aware of and familiar with the terms election, voting, candidates, Republican, and Democrat.

Activity

1. This activity is most effective at the time of a major election. Due to the vast amount of news media coverage involved at this time, the students will probably hear or see the terms election, voting, candidates, Republican, and Democrat.
2. Conduct a class discussion in which these five terms are defined and explained in detail.
3. The specific candidates should be pictured somewhere in the classroom. These pictures should also be labeled so students can identify the name with the face when hearing or seeing the news media coverage. Students should also become familiar with the specific party that each candidate represents.
4. Encourage the students to collect pictures of each of the candidates and articles about them from various newspapers and magazines. These could be displayed on a bulletin board or in booklet form.
5. To increase the students' understanding of the terms a classroom "Presidential Election" could be held. Two of the students run for classroom "president." Before the election takes place, introduce to the students the fact that one should not vote for a president on name alone. One needs to study the qualities of the candidates before making a decision by voting.
6. Discuss with the students the voting procedures and see that they are familiar with the term ballot. Each student votes for a candidate for classroom president on a ballot in the voting booth set up within the classroom.
7. This activity could be repeated several times throughout the year in order to have several different classroom presidents. A class president may choose to "run for office" a second time.

Follow-up; Evaluation

1. The student defines and discusses the terms election, voting, candidates, Republican, and Democrat.
2. The student explains the voting procedures for an election.
3. The student explains what one looks for in the various presidential candidates before voting takes place.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 32. Understanding Selective Service Procedures

The United States Armed Forces

Academic Component

Social Studies

Types of Activity

Discussion
Notebook

School/Community Resource Person

Representative of United States Armed Forces

Objective

The student will become aware of and familiar with the various armed forces of the United States and the reason for each of them.

Activity

1. At the elementary level, this subcompetency is not a crucial one other than for awareness purposes. Students can be made aware of the various armed forces and why they are necessary for the safety of our country.
2. Conduct a class discussion as to the various forces, the similarities and differences of each, those qualified to participate in each, and the responsibility of each American citizen to uphold the country's armed forces.
3. At this point in the activity, the students need to be made aware of both their rights and responsibilities as United States citizens pertaining to participation in the armed forces.
4. This activity allows for the opportunity to invite representatives from the various armed forces recruiting offices to speak to the students in the classroom. These representatives should bring a variety of information concerning the armed force that they represent to share with the students.
5. The students compile all of the information that they receive from the representatives of the various armed forces into booklet form. The students can keep this source of information for future reference.
6. Depending upon the level of the students, a discussion could take place concerning the draft—current policy, draft registration, and procedures.

Follow-up; Evaluation

1. The student names the various armed forces and explains the differences and similarities of each.
2. The student identifies the responsibility of a United States citizen and participation in the armed forces.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 33. Understanding Civil Rights When Questioned by Representatives of the Law

Our Court System

Academic Components

Reading
Social Studies
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Class Field Trip
Illustration

School/Community Resource Persons

Community Court Personnel

Objective

The student will be made aware of the basic United States court system.

Activity

1. Take the students on a field trip to a local court to see an actual court proceeding. This field trip must be prearranged by the teacher.
2. When the arrangements are being made for this field trip, request a judge or a lawyer to explain to the students the purpose of the court and the actual court system. Also request a tour of the courthouse.
3. Expose the students to the court system through books and brochures before going on the field trip. Information of this type can be found either at the school library or at a local city library.
4. While reading the information about the court system, students should form questions that they would like to have answered by the judge or the lawyer at the courthouse.

Follow-up; Evaluation

1. The student discusses or writes about his or her experience at the courthouse.
2. The student draws a picture or a mural of the courthouse.
3. The student explains the responsibilities of a judge.
4. The student explains the purpose of a court.
5. The student writes a thank-you note to those personnel responsible for providing the field trip.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 34. Participating in Group Activities

Proper Care of Recreational Equipment

Academic Components

Physical Education
Language (Oral Expression)
Language (Written Expression)

Objective

The student will discuss and demonstrate the proper care of equipment used in sports or recreational events.

Activity

1. Students will visit a sporting goods store within the community. This activity needs to be prearranged with the store

Types of Activity

Class Field Trip
Discussion
Notebook
Demonstration

School/Community Resource Persons

Community Sporting Goods Store Personnel

manager. At the time that the field trip is arranged, request that an employee conduct a tour of the store and the merchandise, name the activities for the various equipment, and demonstrate the proper use and care of the equipment.

2. Photographs should be taken during this activity. The teacher or the aide should be taking notes about specific pieces of recreational equipment, their use, and proper care. Use these notes for a class discussion.
3. Collect brochures and pamphlets while at the sporting goods store.
4. Discuss the events of the day with the students upon returning to the classroom. Conduct a class discussion focusing on recreational equipment, its use, and its proper care.
5. Have the students compile a scrapbook using the various brochures and pamphlets collected from the sporting goods store and pictures from sporting magazines. Beside the pictures, students (or teacher) will list the recreational equipment's name, use, and proper care.

Follow-up; Evaluation

1. The student discusses the proper care of a variety of pieces of equipment used for sports and recreational activities.
2. The student discusses the consequences of improper care of recreational equipment.
3. The student demonstrates proper use and care of the recreational equipment used within the classroom, on the playground, and during physical education.
4. The student writes a thank-you note to the personnel who assisted during the field trip to the sporting goods store.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 35. Knowing Activities and Available Community Resources

My Community Resources Notebook

Academic Components

Language (Written Expression)
Language (Oral Expression)

Types of Activity

Class Field Trips
Notebook
Illustration

School/Community Resource Persons

Variety of Community Resource Persons

Objective

The student will compile a notebook of various community resources.

Activity

1. Students participate in several field trips throughout the school year. Even if private transportation is available, students should be exposed to public transportation. Often, available community resources for field trips are within walking distance of the school.
2. Field trips within the community provide an excellent learning experience for the students. Not only do the students become familiar with those resources available to them within their community, they also gradually learn about and demonstrate appropriate public behavior. Knowledge of these daily living skills is crucial for all individuals.
3. As the students attend the various community resources on their field trips, mental and written notes should be collected. Also take photographs when appropriate. Have the students collect brochures and pamphlets and always request a business card. They are also always responsible for sending a thank-you note to the places and persons involved in providing the various field trips.
4. When the students return to the classroom after their field trip, have them record the events of their experience. This could be done in a variey of ways: story form (as a group or individually),

picture form, outline form, question and answer, or by completing a community resources survey. The survey should include such items as name/place of business; address; phone number; type of business, activity, or agency; owner or manager's name; employee who was the contact person; type of service provided; type of transportation needed to get to this resource.

5. Compile these recorded events into a booklet entitled "My Community Resoures Notebook." This notebook will be added to from time to time as field trips are taken or when guest speakers come to the classroom. The notebook could include business cards, brochures, pamphlets, and photographs.

Follow-up; Evaluation

The student uses the community resources notebook adequately when requested to find the name of a resource offering a specific service.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 36. Understanding Recreational Values

How I Spend My Time

Academic Components

Health
Physical Education
Language (Vocabulary)
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Chart
Home Involvement

School/Community Resource Person

Parent

Objective

The student will differentiate between leisure and work time in both the school and home setting.

Activity

1. Conduct a class discussion as to the difference between leisure time and work time. How do you spend your free time? Do you listen to records? Do you watch television? Do you go to the movies? Do you go on picnics? Do you ride a bike? Do you have a hobby? Do you play games? Do you like to visit with your friends? Do you like to go places with a group? Do you like to spend some of your free time alone? What do you do during work time? Do you like to work?
2. Students keep a daily record of how they spend their time. This activity will initially take place at school.
3. Prepare a chart listing all of the hours in a school day. This can be done according to individual schedules by hour, by half-hour, by periods. Duplicate enough copies for each student to have one chart per day for a designated period of time (one week, one month).
4. Demonstrate to the students how these charts are to be filled out. In every time increment (hour, half-hour, period), record the events that took place. These charts may need to be filled out as a group or with the assistance of the teacher or the aide. (See the Activity chart.)
5. At the end of the school day, discuss with the students the events of their day. Discuss the difference between leisure and work activities. Ask which activities would be considered leisure activities and which would be considered work activities.
6. With a colored marker, indicate which activities of the day were considered leisure activities.
7. Discuss with the students how they could better use their time and the importance of leisure activities in one's life.
8. A second activity allows the students the opportunity to record how they spend their time on the weekend (Saturday, Sunday, or both days). This ac-

School and Home Activity Chart

	School Day		*Weekend-Saturday*
	Name _____		Name _____
	Date _____		Date _____
A.M.	8:00 Bus Ride	A.M.	1:00 Sleep
	8:30 Arrive - Recess		2:00 Sleep
	9:00 Reading		3:00 Sleep
	9:30 Recess		4:00 Sleep
	10:00 Math		5:00 Sleep
	10:30 Recess		6:00 Sleep
	11:00 P.E.		7:00 Sleep
	11:30 Independent Work		8:00 Get Up/Watch Cartoons
P.M.	12:00 Lunch/Recess		9:00 Watch Cartoons/Eat Breakfast
	12:30 Language		10:00 Chores
	1:00 Movie		11:00 Play Outside
	1:30 Bank	P.M.	12:00 Eat Lunch
	2:00 Social Studies		1:00 Ride Bike
	2:30 Bus Ride		2:00 Help Dad in Yard
	3:00 Home		3:00 Eat Snack/Watch TV
			4:00 Play Outside
			5:00 Eat Dinner
			6:00 Movies with Family
			7:00 Movies
			8:00 Movies
			9:00 Home/Bed
			10:00 Sleep
			11:00 Sleep
			12:00 Sleep

tivity may require the assistance of the parents. The teacher should stress to the parents the importance of this activity.

9. Prepare a chart listing all of the hours in a 24-hour day. Once again, this could be done by listing hours or half-hours. Duplicate enough copies for each student to have at least one copy.
10. Parents are responsible for recording or seeing that the student records the events of a 24-hour period on the chart. (See the Activity chart.)
11. Students return to school on Monday with their charts.
12. Discuss with the students the difference between leisure and work activities. Ask which weekend activities were considered leisure and which were considered work.
13. These charts will then be marked with a colored marker indicating which activities were leisure activities.
14. Discuss with the students how they used their time. Also discuss with them the importance of their leisure activities and a balanced schedule.

Follow-up; Evaluation

1. The student completes a daily record showing how he or she spent time on a school day.
2. The student completes a record showing how he or she spent time on the weekend.
3. The student can differentiate between leisure activities and work activities.
4. The student evaluates the record of activities and gives at least one suggestion for better use of time.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 37. Using Recreational Facilities in the Community

Community Recreation

Academic Components

Health
Physical Education
Language (Oral Expression)

Types of Activity

Discussion
Class Field Trips
Bulletin Board
Home Involvement

School/Community Resource Persons

Parent
Various Recreational Facility Representatives

Objective

The student will be made aware of several recreation and leisure activities found within the community.

Activity

1. This activity requires the teacher to make several contacts and phone calls before beginning. As many appropriate recreational facilities in the community as possible should be contacted and the details of these facilities obtained. Who can participate in their programs? What programs are offered? Where are they located? When do the programs take place?
2. Conduct a class discussion on the topic of recreation. "Do you know what recreation is?" Recreation is what we do for fun, for refreshment. "What do you like to do for fun?" Hobbies, games, sports, and travel are all things that can be done for fun, for refreshment. "Where would you like to go for fun? Are there zoos or museums or other interesting places near you? Do you think that everyone needs recreation? Why is recreation important to us?"
3. The most effective way to expose the students and their families to a variety of recreational facilities found within the community is to visit the sites. Special speakers representing these facilities could be invited to visit the classroom. Representatives could be invited from the following: YMCA/YWCA; City Recreational Department; Little League; Library; Boy Scouts; Community Colleges; Girl Scouts; Salvation Army; Boy's/Girl's Club; Churches; and Recreation Centers at the Park.
4. Collect brochures and pamphlets from each of these organizations. Use them for a bulletin board presentation along with a city map indicating where they are located. Each student should also receive brochures and pamphlets from each organization to take home and share with the family.
5. Students and parents should be encouraged to follow through with the organizations of interest. Students should enroll and participate in one or more recreational opportunities in the community.
6. Have the students add their names to the bulletin board next to the organization or facility of their choice.

Follow-up; Evaluation

1. The student names a variety of recreation and leisure activities found within the community.
2. The student actively participates in one recreational activity found within the community.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 38. Planning and Choosing Activities Wisely

What Do I Like to Do?

Academic Components

Physical Education
Math
Language (Written Expression)
Language (Oral Expression)

Types of Activity

Discussion
Chart
Home Involvement

School/Community Resource Person

Parent

Objective

The student will develop a list of recreational activities of interest and discuss the cost, time, and location of each.

Activity

1. Have the students make a list of at least 10 of their favorite activities outside the school setting.
2. Discuss these activities, specifying the necessary cost, time, location, and transportation.
3. Put this information in chart form for easy reading (see example).
4. Discuss their charts with the students. Which activities are free? How do I get the money for those activities that cost? What do I do if Mom and Dad cannot drive me where I need to go? Can I go to the movies at night? If not, when can I go?
5. These charts should be discussed with the students' parents. A reward system for behavior or accomplishments may be developed using the student's favorite activities chart.
6. Parents could also help their child plan a budget incorporating recreational expenses after seeing those activities on the chart that involve expense.

Favorite Activities Chart

Activity	*Cost*	*Time*	*Location*	*Transportation*
1. Swimming	Free	Warm Days	Home-Backyard	None
2. Movies	$3.50	7–9 PM	Lakewood Shopping Center	Car—Dad/Mom
3. Bike Riding	Free	Daylight	Around Home	None
4. Roller Skating	Free	Daylight	Around Home	None
5. Miniature Golf	$5.00	Saturday	Long Beach	Car—Dad/Mom
6. Baseball	Free	Saturday	School Playground	Walk
7. Play	Free	After School	Inside/Outside	None
8. Fishing	$5.00—Fish Lic.	Saturday	Park	Walk
9. Batting Cages	$5.00	After School Weekend	Buena Park	Car—Dad/Mom
10. Fast Food	$5.00	After School Weekend	Down Street	Ride Bike/Walk

Follow-up; Evaluation

1. After comparing charts with the others in the classroom, the student develops a list of at least 15 activities outside the school setting, including the cost, time, location, and transportation needed for each.
2. Student and parent incorporate a reward system at home (jobs, allowance) based on the chart that lists the student's favorite activities.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 39. Planning Vacations

Our Classroom Vacation

Academic Components

Math
Reading
Language (Oral Expression)

Types of Activity

Discussion
Role Play
Cut/Paste
Bulletin Board

Objective

The student will be a part of a planning committee for a "summer vacation." This imaginary vacation will be planned for all of the members of the classroom.

Activity

1. Begin several weeks ahead of the actual planning stages. An ideal time would be in September; this allows enough time for the students to save the money needed for this vacation.
2. Each week a set amount of money designated strictly for the summer vacation needs to be put into a savings account at the classroom bank. This set amount is $100.00 of classroom money per week.
3. Throughout the following months, obtain information on various vacation spots. Students could take a field trip to a travel agency or the teacher could obtain brochures of several different vacation sites from a travel agent. Ask students for suggestions of sites they would like to visit on their vacation. Brochures of places within reason should be obtained.
4. As spring approaches, students need to seriously explore all vacation possibilities.
5. Send the students to the classroom bank to find out how much money they have saved for their summer vacation. They should calculate how much more they will be able to save and figure out the total amount of money that they will have to spend on their summer vacation.
6. Have the students consider the following as it relates to cost: where they want to go as a group, how long they want to spend on their vacation, how much they will spend on transportation, how they will travel, what they need to take with them, what they will eat, what they should allow for spending. Remind the students that they must work within their budget. If one vacation plan proves to be too expensive, they must choose another plan.
7. Once the vacation site within the specified budget has been chosen, route a map to show where they will be going, the roads that will be traveled, and the places that will be visited.
8. Have the students plan a tentative menu.
9. Students also need to pack a suitcase including all of the necessary personal items and the appropriate clothing. This could be done by actually packing the items into a real suitcase (only one suitcase will be needed to represent all of the suitcases), making a list, or cutting out pictures from magazines of all the needed items and placing them on construction paper shaped as a suitcase.
10. Finally, the students are ready to leave for their "family vacation." Because this vacation will not actually take place, it would be fun to have a party in which all of the decorations, clothing, and food represent the vacation site.

Follow-up; Evaluation

1. The student writes about his or her experiences in planning the "family vacation."
2. The student, along with classmates, constructs a bulletin board displaying all the information and pictures of the "family vacation."
3. The student shares the various steps to be considered in planning a vacation.

Domain: Daily Living Skills
Competency: 9. Getting Around the Community (Mobility)
Subcompetency: 40. Demonstrating Knowledge of Traffic Rules and Safety Practices

There Is Safety in Obeying the Rules

Academic Components

Reading
Art
Language (Vocabulary)
Language (Oral Expression)

Types of Activity

Discussion
Demonstration
Illustration

Objective

The student will recognize and demonstrate knowledge of common traffic signs and rules.

Activity One

1. Introduce students to a variety of traffic signs and rules by means of posters, flashcards, and/or dittos. Discuss the names of signs and the meaning of each. Ask the students, "What would a city be like without traffic signs and rules to follow?" In the class discussion, differentiate between pedestrian and vehicle traffic rules and discuss their similarities and differences.
2. Students demonstrate the meaning of traffic rules for pedestrians.
3. Students take a walk through the community for the purpose of observing the pedestrian traffic signs and rules. Have them identify signs and rules and follow them. Discuss with the students the importance of observing traffic signs and rules.
4. A photograph of the students observing the various pedestrian rules should be taken for bulletin board and discussion purposes.
5. A related activity can take place if a vehicle is available for transportation. Students ride through the community to observe traffic signs and rules. They are responsible for directing the driver in observing and obeying the traffic signs and rules.
6. If possible, photographs should be taken of the various traffic signs and the driver obeying these signs and rules.

Activity Two

1. This activity is an art project to be carried out when the students return from their walk and drive throughout the community.
2. Provide pictures of traffic signs like those on the posters, flashcards, and photographs, as a visual aid.
3. Assign at least one traffic sign to each student. He or she reproduces the sign on a large piece of butcher paper (30" × 30"). The poster should be a replica of only one traffic sign, and the student should use any supplies necessary (crayons, markers, paint) to do the very best job possible.
4. When this reproduction is completed, student or teacher writes any and all information about this particular sign on the back (name, shape, color, purpose).
5. These posters can then be used in the classroom to provide an excellent classroom environment.

Follow-up; Evaluation

1. The student names and tell the purpose of a variety of traffic signs.
2. The student explains the purpose in following traffic signs and rules.
3. The student explains the difference between pedestrian traffic rules and vehicle traffic rules.
4. The student demonstrates a proper observance of a variety of traffic signs.

Domain: Daily Living Skills
Competency: 9. Getting Around the Community (Mobility)
Subcompetency: 41. Demonstrating Knowledge and Use of Various Means of Transportation

My I.D.

Academic Components

Reading
Language (Oral Expression)
Language (Written Expression)

Type of Activity

Class Field Trip

School/Community Resource Person

Printer

Objective

The student will recognize and name personal data including first and last names, address, and phone number.

Activity

1. Before a student independently uses various means of transportation, he or she needs to be familiar with such personal data as name, address, and phone number. Ideally, the students should have this information memorized. At all times, the students should carry their personal identification information with them (see example).

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2. This activity involves a field trip to a community printer. Prearrange this field trip, requesting a tour of the print shop and the various pieces of printing equipment.
3. Also request that identification cards be printed for each of the students including name, address, and phone number. This activity may cost a minimal amount, although many printers will consider this a tax deductible expense.
4. This field trip gives the students an opportunity to view a means of communication, i.e., the world of print. Perhaps the students will see the actual operation of the printing equipment. In any case, they will be introduced to the role and responsibilities of the printer.
5. Students place their identification cards in their wallets to be carried at all times.

Follow-up; Evaluation

1. The student uses his or her identification card as a means to memorizing his or her personal data.
2. The student writes a sentence or a paragraph and illustrates the events of the field trip to the community printer. This information along with a business card from the printer is placed in the student's Community Resources Notebook.
3. The student writes a thank-you note to the printer.

Domain: Daily Living Skills
Competency: 9. Getting Around the Community (Mobility)
Subcompetency: 42. Driving a Car

I Can't Wait to Drive

Academic Component

Reading

Types of Activity

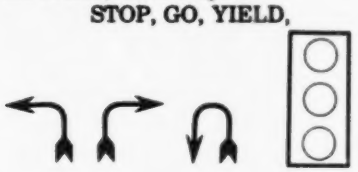
Role Play
Discussion
Demonstration

Objectives

1. The student will be made aware of the importance of obeying traffic signs and rules as a "driver of a vehicle."
2. The student will be made aware of the importance of wearing seat belts both as a passenger and as a driver of a vehicle.

Activity

1. At the elementary level, students are not actually expected to drive a vehicle of any kind, although they do anticipate the day that they will be able to.
2. Students do need to become familiar with and observe traffic signs and rules. They also need to observe passenger safety while riding in a vehicle. Excellence in both of these areas enhances a student's ability to drive a vehicle when he or she reaches the appropriate age.
3. Students have already been given different opportunities to become familiar with traffic signs. It is time to practice observing these signs while "driving a vehicle"—a bike.
4. On the playground, set up a bicycle course and place a variety of traffic signs at different places throughout the course, for example:
   STOP, GO, YIELD,



5. A second activity related to driving a car is discussing passenger safety. Stress the importance of wearing seat belts. Printed information, films, and activity pages about passenger safety and wearing seat belts can be obtained from AAA.
6. The following is an object lesson that demonstrates what happens when a passenger wears seat belts and when one does not wear seat belts and an accident occurs. A wagon, blocks or a doll, and tape or string are needed for this activity.
7. Stand the blocks inside the wagon. Tape or tie a couple of the blocks to the back or the sides of the wagon. Let the other blocks stand free.
8. Take the wagon for a walk with the students. While walking, come to a sudden stop to avoid hitting or running into an obstacle.
9. Observe with the students what happens to the blocks "wearing seat belts" and to those not "wearing selt belts."
10. Continue the discussion in the classroom and apply the object lesson to the students as passengers and as future drivers.

Follow-up; Evaluation

1. The student discusses the importance of following traffic signs and rules when "driving a vehicle."
2. The student discusses the importance and consequences of wearing and not wearing seat belts as a passenger and as a driver of a vehicle.

2. Personal-Social Skills

Competencies

10. Achieving Self-Awareness
11. Acquiring Self-Confidence
12. Achieving Socially Responsible Behavior
13. Maintaining Good Interpersonal Skills
14. Achieving Independence
15. Achieving Problem-Solving Skills
16. Communicating Adequately with Others

Domain: Personal-Social Skills
Competency: 10. Achieving Self-Awareness
Subcompetency: 43. Attaining a Sense of Body

All About Me

Academic Components

Language (Oral Expression)
Language (Written Expression)
Language (Listening)

Types of Activity

Discussion
Notebook
Small Group

Objective

The student will name personal characteristics.

Activity One

1. Take two photographs of each student: one of the face and one of the entire body.
2. Discuss the individual characteristics of each student. Major characteristics, listed by the student or by the teacher, include color of eyes, hair color, height, weight, clothing, size of foot, birthmarks, and scars.
3. Discuss those characteristics that are changeable (weight, hair color/style, etc.) and those characteristics that are unchangeable (eye color, fingerprints, etc.).
4. Discuss what students like most about themselves and those characteristics that they wish were different. Relate this activity to the previous discussion concerning changeable and unchangeable characteristics. If a student wishes to change a particular characteristic and it is realistically changeable, assist by giving suggestions as to ways to implement change.
5. Students compile all of this information into booklet form (including the photographs at a later time).

Activity Two

1. Using the photographs from Activity One, students join in a group activity in which, one at a time, each student chooses a photograph from the center pile but does not show it to anyone.
2. The student then describes the person in his or her photograph without giving away the name of the person.
3. The rest of the students try to guess who is being described.
4. The student who guesses correctly chooses the next photograph.

Follow-up; Evaluation

1. The student lists several characteristics about himself or herself, telling whether these characteristics are changeable or unchangeable.
2. The student determines who is being described by the description of the physical characteristics (excluding clothing) in a game called "I am thinking of...."

Domain: Personal-Social Skills
Competency: 10. Achieving Self-Awareness
Subcompetency: 44. Identifying Interests and Abilities

My Interests and Abilities

Academic Component

Language (Oral Expression)

Types of Activity

Discussion
Cut/Paste
Chart

Objective

The student will list personal interests and abilities.

Activity

1. Define "interest" (feeling of want, a like) and "ability" (skill, talent).
2. Discuss the difference between the two as related to the students.
   Interests—I like to...
   Go to baseball games.
   Eat hamburgers.
   Play with animals.
   Swim.
   Go to the movies.
   Read.

   Abilities—I am good at...
   Being a friend.
   Working problems.
   Riding my bike.
   Swimming.
   Being a student.
   Roller skating.
3. Students construct a poster or banner indicating specific interests and abilities. They cut pictures from magazines depicting the following:

   (a) In Box 1 is a picture of something that I like to do *at school*.
   (b) In Box 2 is a picture of something that I like to do *at home*.
   (c) In Box 3 is a picture of something that I like to *eat*.
   (d) In Box 4 is a picture of *someone* that I like to be with.
   (e) In Box 5 is my favorite *color*.
   (f) In Box 6 is something that I am *good at*.

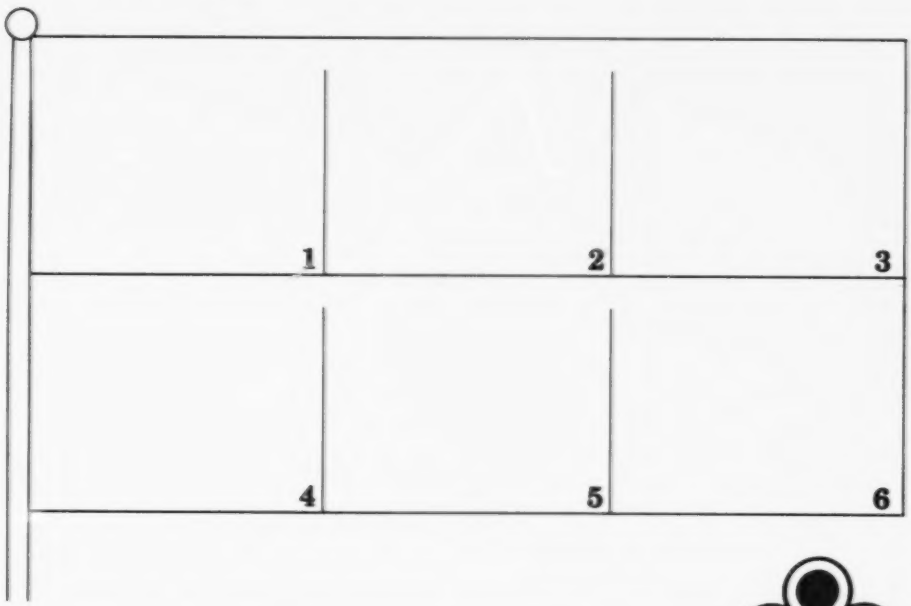
   (See example.)

Follow-up; Evaluation

1. The student completes his or her poster or banner.
2. The student verbally identifies several interests and abilities.

_____'s Flag

Box 1. A picture of something that I like to do *at school*.
Box 2. A picture of something that I like to do *at home*.
Box 3. A picture of something that I like to *eat*.
Box 4. A picture of *someone* that I like to be with.
Box 5. My favorite *color*.
Box 6. A picture of something that I am *good at*.



Domain: Personal-Social Skills
Competency: 10. Achieving Self-Awareness
Subcompetency: 45. Identifying Emotions

I Feel This Way When...

Academic Components

Language (Oral Expression)
Language (Listening)

Types of Activity

Discussion/Sharing
Small Group

Objective

The student will share reasons for feelings.

Activity

1. This activity is a group activity with all of the students participating. Students sit in a circle on the floor or at a table.
2. Prepare flashcards with an emotion or a feeling listed on each (e.g., sad, happy, scared, confused, excited, surprised, frustrated, angry, mad, thankful, hungry, sleepy, hurt, sick, brave, joyful, afraid, etc.). Pictures should also be attached to these flashcards depicting the various emotions and feelings.
3. Place all of the flashcards in one pile face down in the middle of the group.
4. Students take turns taking the top card.
5. Students read the word on the flashcard and complete the statement "I feel this way when...." Each student should have at least one turn, and the teacher participates.

Follow-up; Evaluation

This activity may be difficult for the students to participate in the first time. Students will show more comfort and ease in sharing emotions in front of their peers each time the activity takes place. This activity should take place frequently in order to be effective.

Domain: Personal-Social Skills
Competency: 10. Achieving Self-Awareness
Subcompetency: 46. Identifying Needs

My Needs

Academic Component

Health

Types of Activity

Discussion
Cut/Paste
Notebook

School/Community Resource Person

School Nurse

Objective

The student will identify basic physical and emotional needs.

Activity

1. Arrange for the school nurse to come to the classroom and talk with the students about basic physical needs—food (three balanced meals a day), shelter (warmth, air), clothing. If available, visual aids should be used.
2. Following the school nurse's discussion, students develop a notebook entitled "My Needs." Pictures from magazines can be used to compile this notebook.
3. This activity could be extended to include emotional needs (love, security, self-worth, acceptance, etc.). The notebook used for physical needs could also include a collection of pictures depicting emotional needs being met (a mother hugging a child, etc.).

Follow-up; Evaluation

1. The student completes a notebook entitled "My Needs."
2. The student discusses needs and tells which needs are physical and which needs are emotional.

Domain: Personal-Social Skills
Competency: 10. Achieving Self-Awareness
Subcompetency: 47. Understanding the Physical Self

Male/Female

Academic Components

Health
Language (Oral Expression)
Language (Written Expression)

Objective

The student will distinguish between male and female.

Activity

This activity is geared toward the young student but can easily be extended in a variety of ways to include older students

Types of Activity

Cut/Paste
Chart
Home Involvement
Sharing
Chart (Form)

or students with more ability and/or more mature language skills.

1. Two large pieces of tag board are needed for this activity in addition to several magazines, scissors, and glue.
2. Title one of the pieces of tag MALE—M, and below the heading write Boy, Man, Dad, Grandfather, Uncle, etc. The second piece of tag is entitled FEMALE—F and below the heading write Girl, Lady, Woman, Mom, Grandmother, Aunt, etc.
3. Students locate pictures of both males and females from a variety of magazines to place on the tag. Also encourage them to bring pictures of family members from home to place on the appropriate piece of tag.
4. A second activity involves the competency Seeking, Securing, and Maintaining Employment—Applying for a Job. Students can begin becoming familiar with the personal data needed in filling out a job application, or any application for that matter. As students learn personal identifying information, this information should be used in a written manner as well as expressively. Rather than have students always write their personal data on lined school paper, have them use a simple application form at times. (See example.)

Follow-up; Evaluation

The student distinguishes between male and female and checks the appropriate sex category on an application form.

Application for Employment

Date _____

Please Print

Name _____
First Middle Last

Address _____
Number Street City State Zip

Phone _____

Social Security No. _____

Check one: Male _____ Age _____
Female _____ Weight _____
Height _____

Birthdate _____ Place of Birth _____
Month Day Year City State

Note: This is an example of the first portion of an application for employment. At the elementary level, students should be learning this personal data.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self-Confidence
Subcompetency: 48. Expressing Feelings of Worth

Our Super Job Tape

Academic Components

Language (Oral Expression)
Language (Listening)

Type of Activity

Discussion/Sharing

Objective

The student will share feelings of worth.

Activity

1. Conduct a class discussion as to the meaning of a "super job." What makes a job a "super job"?
2. A tape recorder is necessary for this activity which takes place over a period of several months.
3. This activity requires the teacher to continually observe the students for those performing a "super job" at assigned tasks. Upon completion of a "super job," the student is interviewed by the teacher.
4. This interview is recorded on tape. The student will be asked, "What job did you just complete? What made your job a 'super job'? How do you feel about the job that you just completed?"
5. Reserve this tape for those students performing a *super* job. Play the tape back for the students upon completion of the interview.
6. "Our Super Job Tape" is a valuable and enjoyable activity both for the students as they express their feelings of worth and for the parents, perhaps at Open House.

Follow-up; Evaluation

1. The student is stimulated to perform a super job at a given task.
2. Most important, the student develops confidence in expressing feelings of worth.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self-Confidence
Subcompetency: 49. Telling How Others See Him/Her

I See You

Academic Compenents

Language (Written Expression)
Language (Oral Expression)
Language (Listening)

Objective

The student will list one positive characteristic about each member of the classroom.

Activity

1. Conduct a class discussion of the difference between positive and negative characteristics of an individual.

Types of Activity

Discussion/Sharing
Small Group

2. As a group, list positive characteristics of popular TV stars.
3. This activity requires a photograph of each individual in the classroom.
4. Hand each student a photograph of another member of the class.
5. The student writes the name of the person in the photograph on a lined piece of paper.
6. Next to this name, the student writes (or orally expresses, if necessary) how he or she views that person in a positive way.
7. Complete this activity for each student in the classroom. Every student writes one sentence about how he or she views each other student.
8. This activity may require a great deal of adult assistance and will not be accomplished in one sitting, but in several.

Follow-up; Evaluation

This follow-up is a very important part of the overall activity.

1. Each student shares his or her response.
2. Anywhere from a simple to a sophisticated discussion takes place as to feelings regarding the responses. This needs to be monitored closely by the teacher.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self-Confidence
Subcompetency: 50. Accepting Praise
51. Accepting Criticism

What Do I Say?

Academic Components

Language (Oral Expression)
Language (Listening)

Types of Activity

Discussion
Sharing
Game
Small Group

Objective

The student will identify statements of praise and statements of criticism and respond appropriately.

Activity

1. Prepare a variety of hypothetical situations in which students will be required to respond in an appropriate manner. Such situations are as follows:
   Someone says to you—
   "You look nice today."
   "You did a nice job on this paper."
   "You forgot to comb your hair this morning."
   "When was the last time you took a bath?"
   "I like your new shirt."
   "I'm not happy with your behavior today."
   "I appreciate the way you played with Chris at recess today."
   "I don't appreciate the way you pushed in line."
   Someone picks up something that you dropped.
   Someone says to you, "Ha! Ha! I did it better than you."
   How do you respond?
2. These situations or comments are written on 3" × 5" cards.
3. Read each situation or comment and allow one student at a time to comment as to how best to respond.
4. Students will need direction in various ways of responding appropriately.

Follow-up; Evaluation

The student responds appropriately when faced with statements or comments of praise or criticism.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self-Confidence
Subcompetency: 50. Accepting Praise
51. Accepting Criticism

What's the Difference?

Academic Components

Language (Oral Expression)
Reading

Types of Activity

Discussion
Worksheet

Objective

Student will respond appropriately to statements of praise and to statements of criticism.

Activity

1. Conduct a class discussion about the meaning of "praise" and the meaning of "criticism." The teacher will differentiate between the two concepts by giving examples of each: "Thank you, John, for being such a good listener!" "Eric, you are not sitting in your seat correctly."
2. Continue the discussion by talking about how praise and criticism make one feel.
3. Discuss the importance of each. Praise makes people feel good about themselves and will help them want to do more of the same thing; criticism helps people by reminding them of what they are doing wrong and should work on to improve.
4. The activity involves several statements of praise and statements of criticism to be listed on 3" × 5" cards. Such statements are, "You make me so happy," "I don't appreciate your sloppy work," "I love your new dress," "You didn't do your best, I hope that you try harder next time," "You are being a good friend," and "You bumped into me." Students could assist in developing statements.
5. Two gameboards are required, one entitled "Praise" and one entitled "Criticism." The Praise gameboard has various subtitles of responses to praise statements such as, "Thank you," "I appreciate that," and "I'm glad." The Criticism gameboard has various subtitles of responses to criticism statements such as "I'll try harder next time," "I'm sorry," and "Thank you, I will."
6. Students take turns at placing one flashcard under the appropriate heading and subtitle on the gameboard. Students may be required only to place the flashcard.

Follow-up; Evaluation

1. The student differentiates between statements of praise and statements of criticism.
2. The student responds appropriately to both types of statements.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self-Confidence
Subcompetency: 52. Developing Confidence in Self

I Am Good at...

Academic Components

Language (Written Expression)
Language (Oral Expression)
Language (Listening)

Types of Activity

Sharing
Chart
Discussion

Objective

The student will evaluate abilities in a variety of areas.

Activity

1. Prepare a ditto to be given to each of the students. Listed on the left side names (or names along with pictures, or pictures alone) of a variety of age-appropriate activities. Such activities may include the following:
   (a) Riding a bike
   (b) Rollerskating
   (c) Handwriting
   (d) Math
   (e) Reading
   (f) Spelling
   (g) Manners—eating
   (h) Manners—speaking
   (i) Helping others
   (j) Working
   (k) Sitting correctly
   (l) Bouncing a ball
   (m) Swinging
   (n) Talking on the telephone
   (o) Tetherball
   (p) Hopscotch
   (q) Sewing
   (r) Baseball
   (s) Soccer
   (t) Babysitting
2. Students rate themselves using a happy face or a sad face, or they may rate themselves by checking the appropriate category (see example).
3. Discuss the responses with the students. If they placed a sad face or checked I CAN'T Do, discuss whether or not it would be something that the student would like to do and if so, how to go about learning it.

Follow-up; Evaluation

The student discusses those things that he or she *can* do well and those he or she cannot do well but wants to be able to.

I Can Do Well	*I Can Do Moderately*	*I Can't Do*

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 53. Knowing Character Traits Needed for Acceptance

We See This in You

Academic Components

Language (Listening)
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Game
Sharing
Home Involvement
Small Group

School/Community Resource Person

Parent

Objective

The student will recognize acceptable character traits in others as well as in himself or herself.

Activity

1. Conduct a class discussion as to the difference between "acceptable" character traits and "unacceptable" character traits. Such character traits could include: Acceptable—Kind, Honest/Truthful, Cooperative, Dependable, Friendly, Helpful, Unselfish/Sharing/Generous, Good Listener. Unacceptable—Unkind, Dishonest/Lying, Undependable, Unfriendly/Mean, Not Helpful, Selfish/Stingy, Poor Listener.
2. Write the listed character traits individually on 3" × 5" cards.
3. Place all of the cards into a box called "Character Traits."
4. Each student has a set of faces—happy and sad—glued to or drawn on tongue depressors.
5. The teacher or student draws a card from the "Character Trait" box. After the listed trait has been read, students hold up their happy face or their sad face indicating whether the trait is acceptable or unacceptable.
6. Discuss with the students the fact that unacceptable character traits can be changed and that everyone can learn acceptable character traits.
7. Students list (in writing or verbally) one acceptable character trait they find in each of their classmates.

Follow-up; Evaluation

A letter is sent home to the parents of each of the students. Parents are requested to return this letter the following day. (See example.)

Date

Dear Parent,

We have been talking about acceptable and unacceptable character traits. We feel that it is important to recognize acceptable character traits in ourselves and others. We believe that good character traits can be learned.

We also believe that to help us get along with others we must be able to see some of the good qualities in them. Today at school, we talked about good qualities in our classmates.

Attached is a list of the good character traits that describe your child. Please review the list with your child and make additions of your own to the list.

Please return the list to school with your child so that it can be shared with the class.

Sincerely,

Teacher

Parent Signature _____

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 54. Knowing Proper Behavior in Public Places

I Don't Want to Be Noticed Because of Improper Behavior

Academic Component

Language (Oral Expression)

Types of Activity

Discussion
Role Play
Class Field Trips
Notebook

School/Community Resource Persons

Various Community Resource Persons

Objective

The student will demonstrate appropriate behavior in public places.

Activity

1. Conduct a class discussion on the topic of behavior in public places. Cover those behaviors that are appropriate for all public places (being in control, following rules/authority, being polite, etc.) and those behaviors that are acceptable in specific public places (e.g., church, baseball game).
2. Prepare a "Public Places" box. This box contains cards each naming a different public place.
3. A variety of props should be made available (e.g., menus, napkins, dishes, eating utensils).
4. One student chooses a card from the box.
5. Students role play the appropriate behavior for that particular public place using the available props.
6. If the opportunity is available, field trips are an effective means for the students to become familiar with the appropriate behaviors for public places. Students need to be made aware of socially acceptable behavior as a means to developing independent living skills.
7. As students participate in field trips, pictures should be taken (or better yet, a video tape) of the actual experience. These pictures are used for classroom discussion and included in a field trip Community Resources Notebook.

Follow-up; Evaluation

The student demonstrates appropriate behavior in public places. A progressive improvement will be evident with frequent field trips in the community.

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 55. Developing Respect for the Rights and Properties of Others

Respect for Others

Academic Components

Language (Oral Expression)
Language (Listening)

Objective

The student will identify reasons for respecting the rights and property of others.

Activity

1. Request the students to bring to class an object or an article from home that

Types of Activity

Sharing
Home Improvement
Discussion
Role Play

School/Community Resource Person

Parent

they value. Send a letter home to the parents explaining the activity. (See example.)
2. Students share their valued items with their classmates. The teachers may also choose to share a valuable item of their own with the students.
3. Conduct a class discussion using such questions as:
"Why is this item important/special to you?"
"Because it is special to you, how does that make you want to take care of it?"
"How would you feel if this item were damaged or broken?"
"How would you feel if someone else damaged or broke your item?"
"Would you feel any different if you were the one to damage or break the item?"
"How should you care for others' things?"
4. Discuss with the students the meaning of the word "respect" (treating others/things as you want to be treated) and reasons for respecting the rights and property of others.
5. Role play using and abusing an item belonging to another person.
6. Discuss the feelings of the person that the item belongs to and the feelings of the person who was irresponsible in caring for the item.

Date

Dear Parent,

Our class will soon discuss reasons for respecting the rights and properties of others. In order to do this activity effectively, we are requesting your child to bring to school an object or an article of *real* value to him or her. Please send this item to school tomorrow. It will be returned tomorrow also.

Thank you for your cooperation!

Sincerely,

Teacher

Parent Signature _____

Follow-up; Evaluation

1. The student identifies several reasons for respecting the rights and property of others.
2. The student identifies feelings attached to irresponsibility in caring for another's belongings.

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 56. Recognizing Authority and Following Instructions

It *Is* Important to Follow Rules

Academic Components

Language (Oral Expression)
Language (Written Expression)
Language (Listening)

Types of Activity

Chart
Bulletin Board
Discussion

Objective

The student will identify common authority roles that affect his or her environment.

Activity

1. Students list those who are in authority over them at school, home, and extracurricular activities (e.g., parents, teacher, principal, Little League coach).
2. Along with the listed individuals, students list examples of instructions given by each. This list could be written on tagboard as a poster or developed into a bulletin board.

Examples:

Parents:	Teacher:
(a) Clean room	(a) Take out pencil
(b) Brush teeth	(b) Sit quietly

(c) Take out trash	(c) Feed fish
(d) Do homework	(d) Line up
(e) Feed dog	(e) Read vocabulary words
	(f) Take out your math book
Principal:	Little League Coach:
(a) Walk in hallways	(a) Wait turn appropriately
(b) Obey teacher	(b) Remember batting order
(c) Use appropriate language	(c) Wear a clean uniform to game
(d) Do not throw food in cafeteria	(d) Play assigned position
(e) Do not play in bathrooms	(e) Do your best even when behind
(f) Respect others	(f) Don't argue

3. Conduct a class discussion using the compiled list of instructions given by authority figures.
4. Identify reasons for following each listed instruction and the consequences of not following each.

Examples

Parents:
(a) Clean room—why? company's coming; consequence? lose allowance
(b) Feed dog—why? the dog needs to eat just like you; consequence? hungry and unhappy pet

Teacher:
(a) Sit quietly—why? so everyone can work without noise; consequence? removal from classroom
(b) Take out your math book—why? it's time for math; consequence? incomplete assignment

Principal:
(a) Walk in hallways—why? so you or someone else does not get hurt; consequence? citation
(b) Use appropriate language—why? others do not want to have to listen to bad language; consequence? suspension

Little League Coach:
(a) Wait turn appropriately—why? coach does not have time to tell you to behave; consequence? cannot finish playing the game
(b) Do your best even when behind—why? you and your team deserve your best efforts; consequence? you may forfeit a win because you didn't try your hardest

Follow-up; Evaluation

1. The student identifies three individuals in authority within his or her environment.
2. The student lists two instructions given by each authority figure, the reason for following the instructions, and the consequence of not following the instructions.

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 57. Recognizing Personal Roles

I'm an Important Member

Academic Components

Language (Listening)
Language (Oral Expression)
Language (Written Expression)

Objective

The student will recognize the importance of and need for each member of a family/group to carry out his or her responsibility as a member of the group.

Activity

1. Arrange for a school band director, a school choir director, or a director of a musical group outside the school to come to the classroom and perform. Let the

Types of Activity

Discussion
Illustration
Demonstration

School/Community Resource Person

Director of a Musical Group

students see that each member of the group has an individual role and responsibility. Make a comparison between the musical group and a family.
2. Ask the musical group to perform several numbers as well as discussing and illustrate the following:
   "What is the responsibility of each member of the group?"
   "Why is it important for each member of the group (family) to carry out his or her job?"
   "Do all members sing or play the same note at the same time?" (Do all family members make the same bed at the same time?)
   "What does this sound like?" (It doesn't sound bad, but it could sound better!)
   "What happens when a member of the group plays or sings the wrong thing or doesn't follow directions?"
   "What are 'harmony' and 'disharmony'?"
   "When do they occur?"
   "What does harmony sound like?"
   "What does disharmony sound like?"
3. Various community clubs (i.e., 4H, Scouts) could be invited to the classroom for the same objective.

Follow-up; Evaluation

1. The student discusses his or her role and responsibilities as a member of a family and the importance of performing these well.
2. The student writes a sentence or a paragraph about the activity.
3. The student writes a thank-you note to the special guest(s).

Domain: Personal-Social Skills
Competency: 13. Maintaining Good Interpersonal Skills
Subcompetency: 58. Knowing How to Listen and Respond

Am I a Good Listener?

Academic Components

Reading
Language (Listening)
Language (Oral Expression)
Language (Vocabulary)

Types of Activity

Discussion
Role Play

Objective

The student will listen to directions and respond adequately.

Activity

1. Conduct a class discussion on the do's and don'ts of a good listener. Items to include are:

Do's	*Don'ts*
1. Eye Contact	1. No Eye Contact
2. Hands to Self	2. Hands Bothering Others/Things
3. Patience-Wait Turn to Talk	3. No Patience-Not Waiting Turn to Talk
4. No Talking/ Interrupting	4. Interrupting
5. Facial Expressions-Looking Interested	5. Facial Expressions-Looking Bored

2. Discuss the importance of listening and the consequences of both listening and not listening.
3. Using teacher prepared flashcards, students play a group game in which they determine who is giving a direction and give an adequate response to this direction.
4. The flashcards contain possible directions given by various community persons (e.g., police officer, grocery clerk, teacher, fast food employee).
5. One at a time, students take a flashcard from a center pile, read or have read the direction, tell which community person would give such a direction, and share an adequate response to the direction. An alternate activity would be to have the students place the flashcards with the direction next to the appropriate picture of a community person.

Example:

Direction	*Possible Student Response*
"You must ride your bike on the right side of the street."	"Yes, I will ride my bike on the *right* side of the street."
Grocery Clerk: "That will be $9.50 please."	Student will give the grocery clerk *$9.50*.
Teacher: "Please return this movie to Mrs. Stevens in Room 5."	"OK, I will return the movie to *Mrs. Stevens in Room 5*."
Fast Food Employee: "Please take a number and stand in line."	Student will *take a number* and *wait for turn in line*.

6. Using the flashcards, discuss the consequences of listening and not listening to a given direction.

Example:

Police Officer:
"You must ride your bike on the right side of the street."

Consequence of Listening	Consequence of Not Listening
"I will ride on the *right* side of the street remaining safe."	"I may ride the *left* side of the street because I did not listen to the correct side and may therefore be riding unsafely."

Grocery Clerk:
"That will be $9.50 please."

Consequence of Listening	Consequence of Not Listening
"I will give the grocery clerk the correct amount of money—$9.50."	"I may give the grocery clerk *$19.50* and get ripped off."

Teacher:
"Please return this movie to Mrs. Stevens in Room 5."

Consequence of Listening	Consequence of Not Listening
"I will return the movie to Mrs. Stevens in Room 5 so her class can watch it."	"I may return the movie to *Mrs. Stevenson* in the *office*. She will send the movie back and no one else will be able to see it."

Fast Food Employee:
"Please take a number and stand in line."

Consequence of Listening	Consequence of Not Listening
"I will take a number and wait in line getting service as soon as possible."	"I may not listen to the direction telling me to take a number and will not be served and will waste my time."

Follow-up; Evaluation

The student will respond adequately to four out of five given teacher directions.

Domain: Personal-Social Skills
Competency: 13. Maintaining Good Interpersonal Skills
Subcompetency: 59. Knowing How to Make and Maintain Friendships

A Friend—An Unfriend

Academic Components

Language (Oral Expression)
Language (Listening)
Language (Written Expression)

Types of Activity

Discussion
Sharing (Creative Writing)
Role Play
Bulletin Board
Demonstration

School/Community Resource Persons

Playground Personnel
Bus Driver
Cafeteria Personnel

Objective

The student will identify characteristics of a friend and of an "unfriend."

Activity

1. Conduct a class discussion on the topic of friendships.
   "What is friendship?"
   "What do you look for in a friend?"
   "Why wouldn't a person be called 'a friend'?"
2. Students write a sentence or a paragraph on the topics "A Friend" and "An Unfriend." Teacher-prepared creative writing worksheets could be used.
3. Students are involved in a role-play activity in which photographs are taken of the students illustrating friendly and unfriendly activities. Use these photographs in constructing a bulletin board entitled "A Friend—An Unfriend."

Follow-up; Evaluation

The student demonstrates the attributes of a friend in the classroom, on the playground, on the bus, and in the cafeteria. Evaluate this behavior by checking it against the student's own list of friendship behaviors.

Domain: Personal-Social Skills
Competency: 13. Maintaining Good Interpersonal Skills
Subcompetency: 60. Establishing Appropriate Heterosexual Relationships

I Like This, You Like That, We Both Like These

Academic Components

Language (Oral Expression)
Language (Listening)

Objective

The student will identify various interests within the group.

Activity

1. Students brainstorm various kinds of activities (e.g., hopscotch, riding bikes, swimming), types of entertainment (e.g., TV, music, movies), brand names (e.g., Hello Kitty, OP), items (e.g., coloring

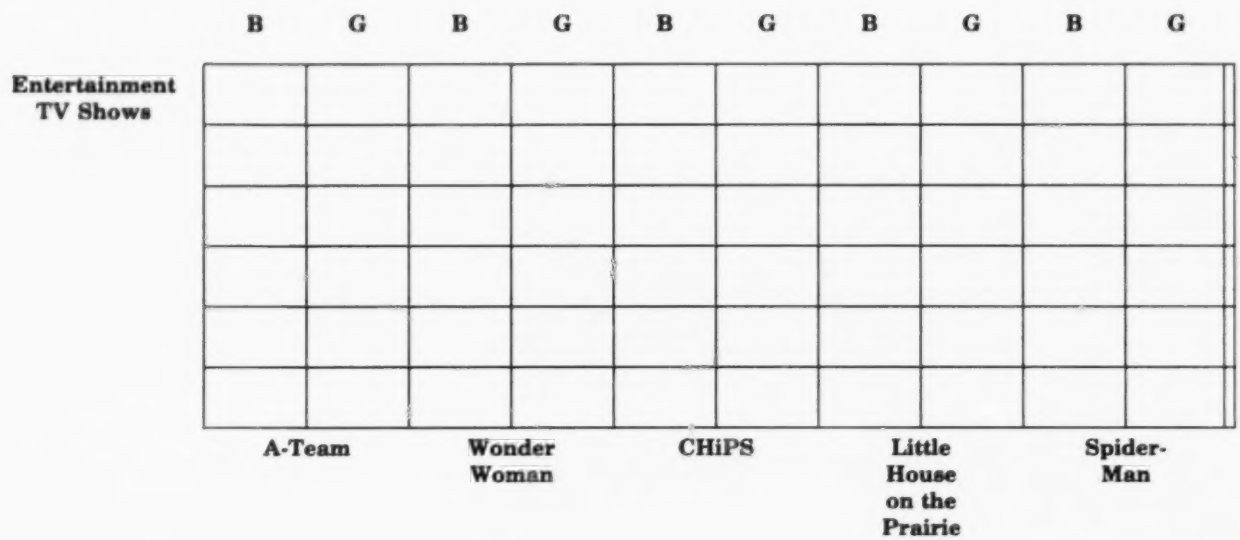
Types of Activity

Discussion/Sharing
Chart
Discussion
Demonstration

books, puzzles), and food that are of current interest to boys and girls.
2. List these ideas on graph paper grouped according to the general category.
3. A survey is then taken in which an equal number of boys and girls will be questioned as to whether they like or dislike the item. Only the likes are recorded. Record boys in one color and girls in a second color (see example).
4. Conduct a class discussion using the completed graphs. Evaluate which items more boys liked, which items more girls liked, and which items both boys and girls liked.

Follow-up; Evaluation

The student demonstrates an awareness of those interest activities in which he or she would appreciate and be appreciated participating with the opposite sex.



Domain: Personal-Social Skills
Competency: 13. Maintaining Good Interpersonal Skills
Subcompetency: 61. Knowing How to Establish Close Relationships

Relationships

Academic Components

Language (Oral Expression)
Language (Written Expression)
Language (Listening)

Objective

The student will list types of close relationships and characteristics of close relationships.

Activity

1. Students view magazine pictures showing relationships and characteristics of relationships (happiness, sadness, anger, love, hate, etc.).

Types of Activity

Cut/Paste
Discussion
Sharing (Creative Writing/ Verbal)
Demonstration

2. Conduct a class discussion using these pictures in classifying *types* of relationships (family, friend, husband-wife, boyfriend-girlfriend, person-pet, etc.).
3. Each of the students chooses one of the pictures and writes a sentence or a paragraph about it.
4. Students discuss ways in which feelings of friendship can be demonstrated in a relationship (a handshake, a hug, giving a gift, helping with a need, etc.).

Follow-up; Evaluation

1. The student expresses feelings to one individual he or she has a close relationship with.
2. The student shares with classmates who it was that he or she shared feelings with, what type of relationship it was, what expression of friendship was demonstrated, and why he or she considers the relationship a close one.

Domain: Personal-Social Skills
Competency: 14. Achieving Independence
Subcompetency: 62. Understanding Impact of Behavior Upon Others

Things That Bug Me

Academic Components

Language (Oral Expression)
Language (Written Expression)
Language (Listening)

Types of Activity

Role Play
Discussion/Sharing
Chart (Worksheet)
Demonstration

School/Community Resource Persons

Parent
Various Career Persons
Various Students on Campus

Objectives

1. The student will identify various behaviors that affect emotions.
2. The student will be made aware of various behaviors that affect other individuals.

Activity

1. Conduct a role-play activity. Prepare cards using pictures or photographs depicting a variety of emotional expressions.
2. Each student chooses a card from the "Emotion Box" and role plays the particular emotion that the picture card represents.
3. Conduct a class discussion about emotions and the various things that affect individual emotions. People have things that bother them, and often it helps to talk about the things that "bug us."
4. As the discussion is taking place, another adult or the teacher records the various items that each student shares. These statements can be written down on a worksheet showing an outline of a VW "bug" containing several response lines. (See example.)
5. Parents and various career people (or even other students on campus) should be invited to share their feelings as to the things that "bug" them in their daily jobs and social relationships.
6. Special questions should be directed to specific individuals.

Examples:
Other students:
(a) "What things do others do that 'bug' you in the classroom?"
(b) "What things 'bug' you at break time/recess?"
(c) "What things 'bug' you about your close friends?"
(d) "What do adults do that 'bug' you?"

Parents:
(a) "What things 'bug' you the most about children in general?"
(b) "What things 'bug' you about other adults?"

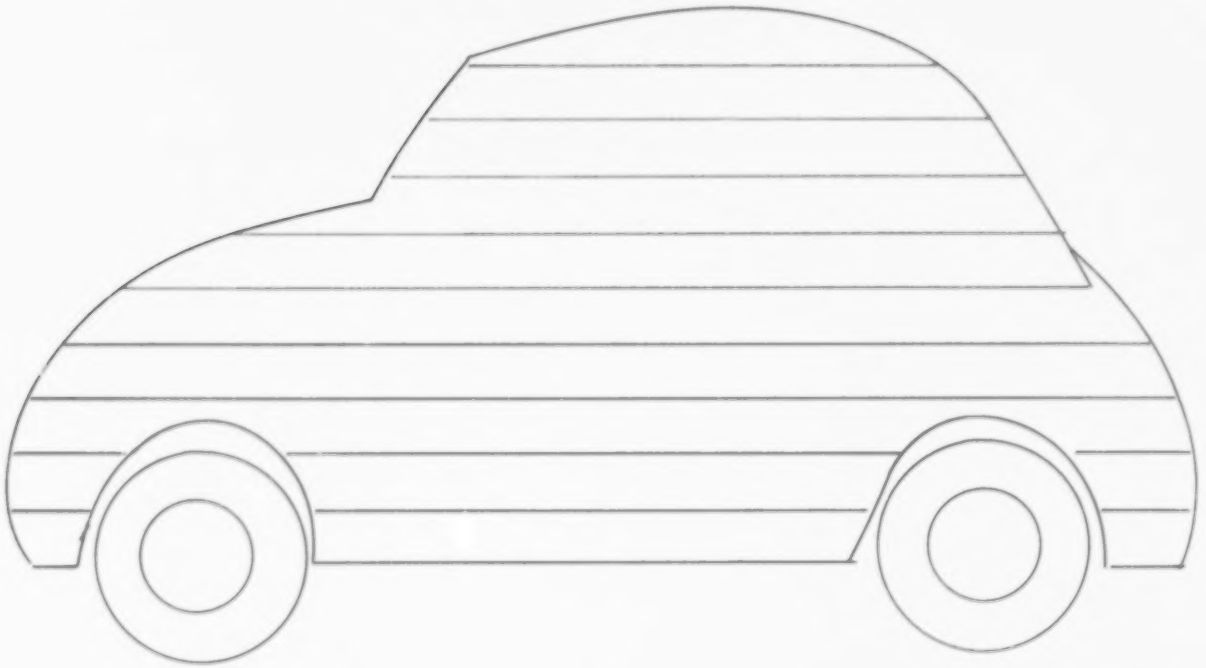
Career People:
(a) "What habits do fellow employees have that 'bug' you?"
(b) "What 'bugs' you about your job?"

7. Responses by the various individuals questioned as to their feelings about the things that "bug" them should be recorded on the VW Bug Worksheet.

Follow-up; Evaluation

1. The student lists five things that "bug" him or her.
2. The student lists two things that "bug" two other people that he or she knows.
3. The student demonstrates a sensitivity to those things that "bug" others.

VW "Bug"
Elementary and Junior High Worksheet



Domain: Personal-Social Skills
Competency: 14. Achieving Independence
Subcompetency: 63. Understanding Self-Organization

My Puzzle

Academic Components

All Academic Areas

Types of Activity

Chart (Puzzle)
Discussion
Cut/Paste

Objective

The student will complete planned activities on a daily basis.

Activity

1. Prepare several ditto masters of various puzzles. Use simple puzzles containing the same number of pieces as the number of assigned tasks for the day.
2. On each puzzle picture, write a task to be accomplished (e.g., Math—pages 3 and 4; one Fine Motor paper; Reading—write letters A–H, a–h; Art—paint).
3. Individually, teacher and student discuss daily the tasks that the student is expected to complete.

4. Students or teachers cut out the puzzle pieces and place them in an envelope.
5. Upon completion of each assigned task, students add another piece to their puzzle.

Follow-up; Evaluation

1. The student completes the puzzle.
2. The student organizes his or her own day and the teacher writes down suggestions on the puzzle.

Domain: Personal-Social Skills
Competency: 14. Achieving Independence
Subcompetency: 64. Developing Goal-Seeking Behavior

What I Want to Be When I Grow Up

Academic Components

Social Studies
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Sharing
Research
Chart

Objective

The student will define a personal goal and will name several steps necessary in attaining that goal.

Activity

1. Define "goal." Discuss setting goals as being a personal decision about something an individual wants to accomplish.
2. Discuss the goal that each student has for an occupation. "What do you want to be when you grow up?" At the elementary level, occupational goal setting should not be overemphasized, although it is a relevant way to discuss goals.
3. With the assistance of the teacher, parent, aide, or librarian, the student finds information related to the student's choice of occupations.
4. Each student uses the information to discover the various steps necessary in attaining the occupational goal.
5. The student discusses these steps with the teacher. A time line could be drawn on graph paper to illustrate the periods in the student's life when certain steps would be achieved.
6. Upon completion of the discussion, students reevaluate their occupational goals and their feasibility.

Follow-up; Evaluation

The student writes a sentence or a paragraph defining a personal occupational goal and some steps necessary to attain the goal.

Domain: Personal-Social Skills
Competency: 14. Achieving Independence
Subcompetency: 65. Striving Toward Self-Actualization

Am I Doing My Best?

Academic Components

Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Chart

Objective

The student will identify whether he or she did his or her best throughout a day of activities.

Activity

1. Involve the students in evaluating the various events of their day as to the efforts they exhibited.
2. Conduct a class discussion as to the difference between (a) not being good at something, and (b) not doing one's best. Begin the discussion by sharing those things that you the teacher cannot do well although you try your very best.
3. Periodically, students evaluate their efforts at the close of a school day. They can write yes or no, or use a happy or an unhappy face in indicating their response. (See chart.)
4. Discuss the feelings attached to doing one's best and not doing one's best.

Follow-up; Evaluation

Discuss with each student his or her areas of weakness and strength and how these are related to his or her efforts. Remember to praise students in specific areas so as to aid in developing self-confidence.

Activities of the Day	*Did I Do My Best Today?*
Attention	
Work Habits	
Attitudes	
Reading	
Math	
Spelling	
Language	
P.E.	
Art	
Music	
Playground	
Talking with Others	
Cleanliness, etc.	

Domain: Personal-Social Skills
Competency: 15. Achieving Problem-Solving Skills
Subcompetency: 66. Differentiating Bipolar Concepts

What's Right and What's Wrong?

Academic Components

Language (Oral Expression)
Language (Listening)

Type of Activity

Discussion/Sharing

Objective

The student will examine the rights and wrongs of a variety of situations.

Activity

1. Conduct a class discussion using 3" × 5" situational cards. Such situations will read as follows:
   (a) A student finds $5.00 on the playground and keeps it.
   (b) A teacher bumps another teacher's car in the parking lot and doesn't say anything.
   (c) A student sees her friend steal someone's pencil and she tells the teacher.
   (d) Your friend borrows your pencil and breaks it. He says that he did not break it.
   (e) You forgot to study your spelling words and your mom will "kill you!" if you flunk. Your neighbor did study and you copy from her paper.
   (f) Bobby calls your sister a bad name so you beat him up.
   (g) You break Mr. Johnson's stapler and you just put it back on his desk without saying anything to him about breaking it.
   (h) You and a friend are in a store and you steal some candy. The store manager asks you if you or your friend stole the candy and you say, "He did."
2. Students share their ideas as to the various situations, whether they were right or wrong, and the positive and negative aspects of each.

Follow-up; Evaluation

The student examines the rights and wrongs of real life situations.

Domain: Personal-Social Skills
Competency: 15. Achieving Problem-Solving Skills
Subcompetency: 67. Understanding the Need for Goals

Goals Are Important to Improve Weaknesses

Academic Components

Language (Written Expression)
Language (Oral Expression)

Objective

The student will set a goal for an area of personal weakness.

Activity

1. Students complete an activity paper entitled "My Strengths and Weaknesses."

Types of Activity

Chart (Worksheet)
Discussion
Demonstration

Assistance may be required. (See example.)

2. Discuss with the students their completed papers. Give praise for the areas of strength and set goals for at least one area of weakness (e.g., Finishing what I start—W; goal—I will finish two assignments today—one Math and one Reading; Helping others—W; goal—I will help my mother do the dishes tonight after dinner).
3. Do this activity again in two or three months' time and compare the results of each list of strengths and weaknesses.

Follow-up; Evaluation

The student demonstrates an understanding of the need for setting goals by showing an improvement in areas of weaknesses.

Directions: Place an "S" next to the things that are your Strengths. Place a "W" next to the things that are your Weaknesses.

Reading _____	Helping others _____
Math _____	Sitting still during a movie _____
Spelling _____	Taking care of my things _____
Art _____	Being on time _____
Music _____	Telling the truth _____
P.E. _____	Finishing what I start _____
Writing _____	Being kind to others _____
Talking to others _____	Following directions _____
Riding a bike _____	Running errands _____
Rollerskating _____	Doing my monitor job _____
Cutting w/scissors _____	Eating appropriately _____
Coloring _____	Playing nicely on playground _____

My biggest STRENGTHS are:
1. _____
2. _____
3. _____

My biggest WEAKNESSES are:
1. _____
2. _____
3. _____

Domain: Personal-Social Skills
Competency: 15. Achieving Problem-Solving Skills
Subcompetency: 68. Looking at Alternatives

How Do We Get Enough Money?

Academic Components

Math
Language (Oral Expression)
Language (Listening)

Objective

The student will list possible alternatives with respect to a classroom goal.

Activity

1. Challenge the students to explore all possibilities in obtaining enough money to eat lunch at a restaurant.

Types of Activity

Discussion
Demonstration

2. Among these possibilities could be: Teacher pays, parent pays, student pays.
3. For this particular activity, neither the teacher nor the parent are allowed to pay for the lunch.
4. Another rule for this activity is that *all* of the students will have to have enough money to buy a lunch at a restaurant.
5. Students are responsible for seeking alternatives to attaining enough money for their lunch (e.g., candy sale, making something to sell, working to earn the money either at home or at school).
6. As a group, students choose one of the alternatives to be done to earn enough money to be spent on lunch.
7. Goals are then set for attaining the alternative.

Follow-up; Evaluation

Each student has enough money for all of them to eat lunch at a fast food restaurant. Have fun!

Domain: Personal-Social Skills
Competency: 15. Achieving Problem-Solving Skills
Subcompetency: 69. Anticipating Consequences

I Didn't Do My Job

Academic Components

Language (Oral Expression)
Language (Listening)

Objective

The student will list ways in which behavior produces consequences.

Types of Activity

Discussion
Sharing

Activity

1. Conduct a class discussion revolving around the word "responsibility" (a job) and "consequence" (an outcome).
2. Each student lists five responsibilities that he or she has in a day's time.
3. Discuss the consequences if the responsibilities are not carried through.

Responsibility	*Consequence of Not Meeting*
(a) Brush teeth	(a) Bad Breath—Friends stay away
(b) Sit quietly during math	(b) Do not complete work; bother others; teacher upset
(c) Bring lunch or lunch money	(c) Not able to eat lunch
(d) Sit in seat on bus	(d) Fall when come to a stop; bus citation
(e) Feed and give water to pet	(e) Pet hungry/thirsty; unhappy pet; mom unhappy; no allowance

4. Discuss the positive and negative reactions of those affected by someone not following through with given responsibilities.
5. Have the students discuss their reactions to the consequences.

Follow-up; Evaluation

1. The student defines "responsibility" and lists several responsibilities pertaining to himself or herself.
2. The student defines "consequences" and the feelings of those affected by consequences.

Domain: Personal Social Skills
Competency: 15. Achieving Problem-Solving Skills
Subcompetency: 70. Knowing Where to Find Good Advice

Who Do I Go To?

Academic Components

Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion
Research
Home Improvement

Objective

The student will become aware of a variety of community facilities available to find advice pertaining to his or her needs.

Activity

1. Students discuss the definition of the word "advice" (give information about what to do).
2. Students share different occasions on which they would need advice. At the elementary level, many of these occasions pertain to emergency situations. Others occur at home or at school. Such occasions in which a student may need advice are the following:
   (a) "I have a toothache, what should I do?"
   (b) "I lost my lunch ticket, what should I do?"
   (c) "I split my pants, what should I do?"
   (d) "There's a fire in the oven, what should we do?"
   (e) "I think that someone is in our backyard, what should we do?"
   (f) "Buffy is not eating her food, what should we do?"
   (g) "Bob is bothering me in the bathroom, what should I do?"
   (h) "I have a stomachache, what should I do?"
   (i) "I can't find my baseball glove, what should I do?"
3. Students tell who they feel they should go to in seeking advice about the listed occasions:
   (a) parent, dentist
   (b) teacher, secretary in the office
   (c) parent
   (d) parent, fire department
   (e) parent, police
   (f) veterinarian
   (g) teacher, principal
   (h) parent, doctor
   (i) parent, grandparent, friend, Little League coach
4. Using the telephone book, emergency phone numbers are located and recorded. Students are expected to take this list home and add to it the phone number of a personal doctor, dentist, veterinarian, grandparents, close friends. This list should be kept by the home telephone.

Follow-up; Evaluation

The student identifies who he or she would go to for advice in a variety of hypothetical situations.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 71. Recognizing Emergency Situations

Hello, I Need Help!

Academic Components

Health
Language (Oral Expression)
Language (Listening)
Language (Written Expression)

Types of Activity

Discussion
Demonstration

School/Community Resource Persons

Representatives from Various Emergency Facilities

Objective

The student will identify the appropriate authority to contact in an emergency situation and the appropriate way to explain an emergency situation.

Activity

1. Students discuss a variety of emergency situations (e.g., fire, flood, heart attack, power line down, a gas leak, an earthquake).
2. Students discuss the appropriate personnel to contact in the various emergency situations.
3. Invité to the classroom a representative from one or many of the emergency facilities (e.g., fire department, police department, emergency squad, paramedics) or if possible, take a field trip to each. This is the most effective way of communicating with the students.
4. The representative from the emergency facility, or the teacher, demonstrates contacting the operator of the specific department and explaining an emergency situation.
5. The specific steps are listed as the demonstration is taking place.
6. Using a real telephone as a visual aid, involve the students in demonstrating the appropriate person to contact and the appropriate way to explain an emergency situation.

Follow-up; Evaluation

1. The student demonstrates who to call and what to say in an emergency situation.
2. The student writes a thank-you note to the special guest(s) who came to the classroom.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 72. Reading at Level Needed for Future Goals

Correctly Opening Packages

Academic Components

Reading
Language (Vocabulary)

Objective

The student will open various packages correctly by reading and following the directions.

Activity

1. Acquaint the students with the various ways of opening packages.
2. A teacher-prepared illustration of sev-

Types of Activity

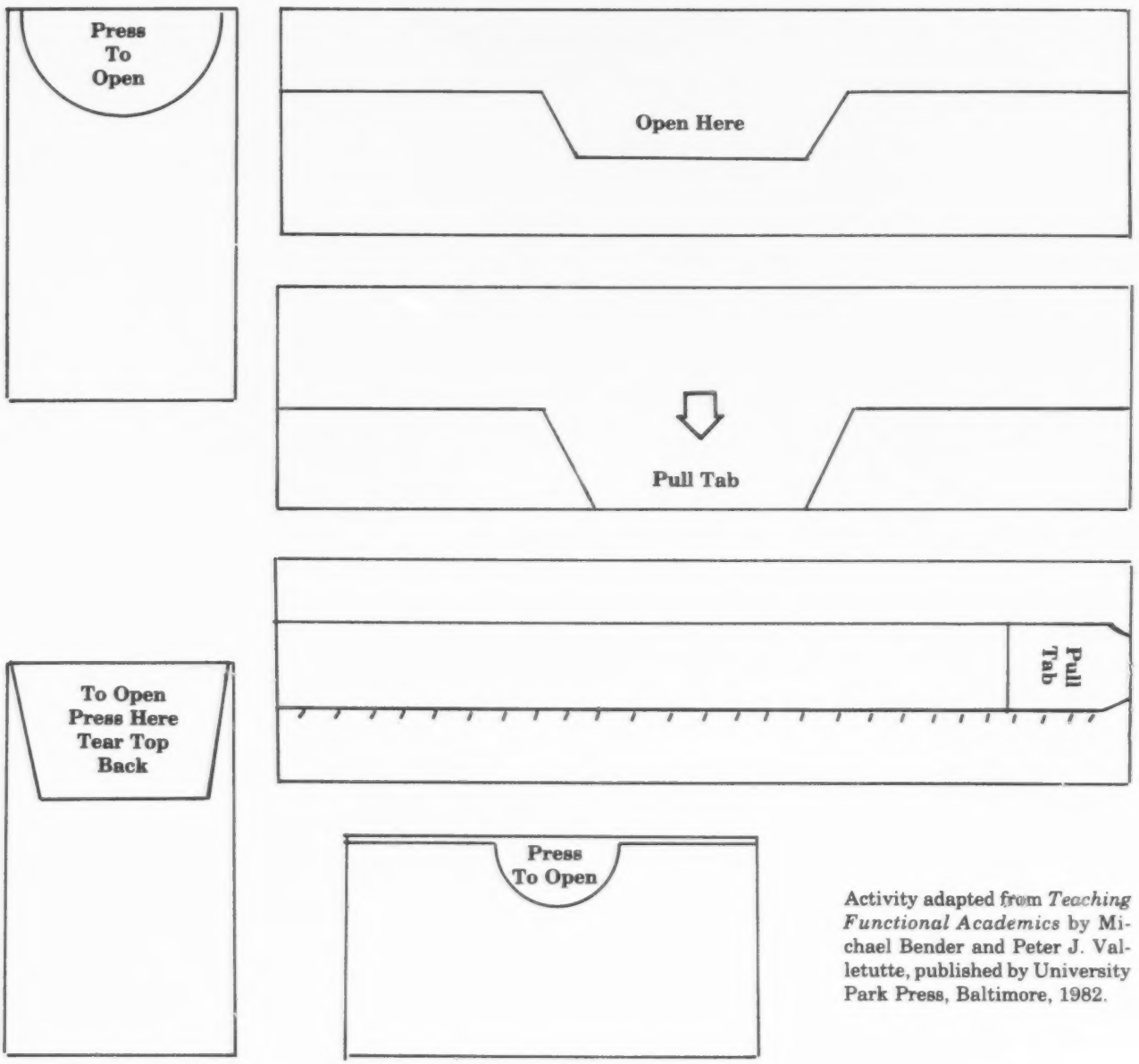
Demonstration
Illustration
Discussion

eral package-opening instructions is reviewed with the students. Review vocabulary words (see example).

3. Use a variety of packages in the demonstration. Give the students an opportunity to demonstrate the proper way of opening each different package according to the written directions found on each package.
4. Conduct a class discussion on the reason for opening packages properly. Include an illustration of what takes place when packages are not opened correctly.

Follow-up; Evaluation

1. The student reads the printed directions on various packages.
2. The student demonstrates the correct way of opening a variety of packages by following the written directions.



Activity adapted from *Teaching Functional Academics* by Michael Bender and Peter J. Valletutte, published by University Park Press, Baltimore, 1982.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 73. Write at the Level Needed for Future Goals

To You, From Me

Academic Component

Language (Written Expression)

Types of Activity

Discussion
Sharing (Written Letter)
Class Field Trip
Notebook

Objective

The student will demonstrate ability to write a personal letter.

Activity

1. Students discuss the proper way to write a personal letter—structure and content.
2. Students choose a person they would like to write a letter to.
3. With the assistance of the teacher, students write the letter. If appropriate, include in the letter a request for the individual to respond by letter as soon as possible.
4. As a group, students discuss the correct way to address and to stamp an envelope.
5. Students obtain the address of the individuals that they are writing to, from home if necessary.
6. Students address their envelopes, including the ZIP code, write the return address in the proper place, and stamp and seal the envelope.

Follow-up; Evaluation

1. The student participates in a class field trip to a local post office to mail the letter.
2. Information about the post office should be included in the student's Community Resources Notebook.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 74. Speaking Adequately for Understanding

Communicating Politely

Academic Components

Language (Oral Expression)
Language (Listening)

Types of Activity

Sharing
Role Play

Objective

The student will practice appropriate social conversation.

Activity

1. Place descriptions of social situations on 3" × 5" cards. Students choose one card at a time and respond appropriately to the situation. Such situations and responses could be as follows:
   (a) Your grandparents buy you a T-shirt while they are on their vacation in the mountains. What do you say? "Thank you!"
   (b) You bump into someone while walking down the aisle at the grocery store. What do you say?

"Excuse me."

(c) Your teacher thanks you for picking up a piece of litter. What do you say?
"You're welcome."

(d) Mr. Johnson brings a visitor to the classroom. What do you say?
"Hi! My name is."

(e) You accidentally spill your mother's soda. What do you say?
"I'm sorry!"

(f) You see a person walking around the school campus who looks as though he is lost. What do you say?
"May I help you?"

(g) Your bus driver picks you up for school in the morning and says "Hi!" What do you say?
"Hi!" or "Good morning!"

(h) You are thirsty and would like a drink of water. What do you say?
"May I have a drink of water, please?"

(i) You are asked if you would like one of your friend's chocolate chip cookies? What do you say?
"Yes, please" or "No, thank you."

(j) You are at the store and the clerk asks you, "How are you today?" What do you say?
"I'm fine, thank you. How are you?"

2. Students respond to the situation cards using a tape recorder. This will allow the students to hear themselves and judge whether or not their response was appropriate.
3. While using the tape recorder, students demonstrate control in the volume of their voices. Students may need extra work in this area of voice volume.

Follow-up; Evaluation

The student demonstrates appropriate social conversation without the use of any prompting.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 75. Understanding the Subtleties of Communication

What Was Said?

Academic Component

Reading

Types of Activity

Game
Role Play

Objective

The student will identify the verbal statements that correspond to pictured faces.

Activity

1. Students examine several pictures of individuals from magazines and/or photographs.
2. Students connect written statements with the appropriate picture. Write these statements ahead of time on word strips or balloons like those used in cartoons (e.g., a picture of a child with chocolate cake smeared on his face showing a big smile—the corresponding statement could read, "Oh, that was so yummy!").

Follow-up; Evaluation

The student correctly matches verbal statements to pictured faces.

3. Occupational Skills

Competencies

17. Knowing and Exploring Occupational Possibilities
18. Selecting and Planning Occupational Choices
19. Exhibiting Appropriate Work Habits and Behaviors
20. Exhibiting Sufficient Physical-Manual Skills
21. Obtaining a Specific Occupational Skill
22. Seeking, Securing, and Maintaining Employment

Domain: Occupational Skills
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 76. Identifying the Personal Values Met Through Work

Why Do You Work?

Academic Components

Social Studies
Language (Oral Expression)
Language (Listening)
Language (Written Expression)

Types of Activity

Discussion
Chart (Questionnaire)
Home Involvement
Chart (Graph)

Objective

The student will learn that many personal needs and values can be met by work.

Activity

1. Conduct a class discussion on the topic of "Why Does a Person Work?" At the elementary level, the primary response will be "to earn money to be able to buy things." Students need to be motivated in order to think of other reasons that relate to personal needs and values of working.
2. One or two special guests could be invited to the classroom to share their reasons for working (e.g., the principal, a parent). As the special guests are sharing their thoughts, notes should be taken.
3. Students are responsible for distributing a questionnaire entitled "Why Do You Work?" to working individuals (e.g., another teacher, a friend, a parent). (See example.)
4. Upon return of the questionnaires, the group should graph the responses in order to see the results. (See example).

Follow-up; Evaluation

1. The student lists various personal needs and values that can be met by working.
2. The student sends a thank-you note to the special guests.

"Why Do You Work?"

Dear _____,

We are learning in our classroom that it is important to work for many different reasons. Thank you for taking the time to complete the attached questionnaire that we will be discussing as a class.

Sincerely,

_____

Name: _____

Occupation: _____

Please rate the following: My Work Provides . . .	Very Little 1	2	3	4	Very Much 5
A sense of fulfillment	1	2	3	4	5
Worth	1	2	3	4	5
Positive self-concept	1	2	3	4	5
Success	1	2	3	4	5
Money	1	2	3	4	5
Acceptance by others	1	2	3	4	5
Importance	1	2	3	4	5
Independence	1	2	3	4	5

Please comment on what you feel are the primary reasons for working.

_____

_____

_____

_____

_____

Do you like your present job? YES ____ NO ____

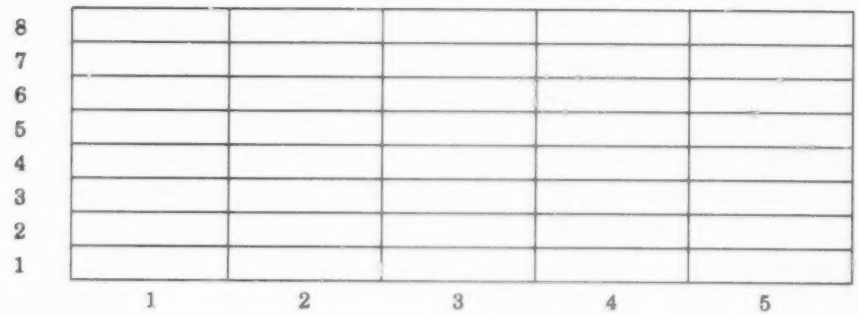
Do you foresee a career change in the future? YES ____ NO ____

Doing what? _____

Why? _____

A Sense of Fulfillment

Number



Domain: Occupational Skills
Competency: 17. Knowing and Exploring Occupational Opportunities
Subcompetency: 77. Identifying the Societal Values Met Through Work

We Are All Important

Academic Components

Social Studies
Language (Oral Expression)

Types of Activity

Discussion
Research
Bulletin Board
Notebook

Objective

The student will identify ways in which specific occupations contribute to society.

Activity

1. Students brainstorm and list as many occupations as possible. A wide variety of jobs should be covered.
2. These various occupations should be explored, and the major contributions to society of each should be discussed.

OCCUPATION	CONTRIBUTION
Teacher	Educate and prepare individuals for independent living
Nurse/Doctor	Take care of the sick
Police Officer	Protect society
Janitor	Keep properties clean
Farmer	Grow food
Bank Teller	Protect our money/Give us our money
Mail Carrier	Send and deliver mail
Truck Driver	Deliver food, cargo
Pilot	Fly passengers/cargo to destinations
Restaurant Employee	Sell food

3. A bulletin board or notebook could be constructed using the compiled list of occupations and contributions.

Follow-up; Evaluation

The student identifies the contribution of each occupation to the community on a written or oral examination.

Domain: Occupational Skills
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 78. Identifying the Remunerative Aspects of Work

Bills, Bills, Bills!

Academic Components

Math
Social Studies
Health
Language (Written Expression)

Objective

The student will list priority personal needs that are met by an income.

Activity

1. Have the students list the various expenses that they feel they would have if they were adults (e.g., rent, gas, electricity, water, furniture, clothing, shoes,

Types of Activity

Discussion
Chart

food, car, gasoline, insurance—car, health).
2. Students use this list to evaluate which of these expenses they feel are priorities. "Which of these do you feel are the most important things to spend your money on?"
3. Conduct a discussion around the priorities. (e.g., "You don't feel that rent for a place to live is a priority? Where can you live in order that you won't have to pay rent?" A car may not be a priority. "What would you use to get to your job?" "What if your job is an hour away from home?" "What expenses would you not have if you didn't have a car?" "What is most important to you—a place to live or a car?")
4. Total each of the listed items so the students can see the estimated monthly expenses requiring an estimated monthly income.

Follow-up; Evaluation

The student lists various needs that must be met with an income.

Domain: Occupational Skills
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 79. Understanding the Classification of Jobs into Different Occupational Systems

Occupation Notebook

Academic Components

Social Studies
Science
Math
Language (Oral Expression)

Types of Activity

Discussion
Cut/Paste
Notebook

Objective

The student will identify three major categories of occupational possibilities.

Activity

1. Students develop an "Occupation Notebook." This notebook is divided into three general categories: People who work with (1) People, (2) Things, (3) Information.
2. Students make a notebook using various pictures and photographs of occupations involved in each of the three categories.
3. These three general categories are divided further into more specific categories:
   (a) People: Teachers, Nurses, Dentists, etc.
   (b) Things: Mechanics, Truck Drivers, Machinists, etc.
   (c) Information: Computer Programmers, Accountants, Bank Employees, etc.
4. Listed facts should accompany the pictures included under occupational category.

Follow-up; Evaluation

The student names and explains why various occupations are included as part of each general category in the "Occupation Notebook."

Domain: Occupational Skills
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 80. Identifying Occupational Opportunities Available Locally

Who Wears This Hat?

Academic Components

Social Studies
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Game
Sharing (Creative Writing)
Role Play

Objective

The student will become familiar with several occupations available locally.

Activity

1. This activity involves a variety of hats representing different jobs (e.g., nurse's cap, hard hat, baseball cap, fire fighter's hat, chef's hat).
2. Students name the job represented by each hat.
3. Each job named is listed on a flashcard and the students match each flashcard correctly with the hat representing the job.
4. Students each choose a hat and write a sentence or a paragraph about the job represented by the hat. A picture of the hat should accompany the sentence or the paragraph.
5. Students role play the job of the person who wears each hat.

Follow-up; Evaluation

The student correctly names the job represented by each hat presented.

Domain: Occupational Skills
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 81. Identifying Sources of Occupational Information

There's More Than One Job in the Library

Academic Components

Social Studies
Language (Written Expression)

Types of Activity

Class Field Trip
Home Involvement

Objective

The student will become familiar with sources of occupational information available in the school library.

Activity

1. Meet with the school librarian to determine the extent of books and sources of information about jobs and occupations.
2. Students meet in the library for a brief review of how to find certain kinds of books.
3. Students are given an assignment to locate at least two books on a specific job or occupation. (Identify available books so that students do not search needlessly.)
4. Students check the books out of the library and report on the jobs or occu-

School/Community Resource Persons

Parent
Employment Agency Personnel

pations during a class discussion.
5. The jobs or occupations and their sources are recorded on a class bulletin board so that other interested students can investigate the books.

Follow-up; Evaluation

1. The student reports on the book's contents.
2. The student lists three jobs or occupations that were discussed in class.
3. The student identifies one other book as a source of job information.

Domain: Occupational Skills
Competency: 18. Selecting and Planning Occupational Choices
Subcompetency: 82. Identifying Major Occupational Needs

My Needs

Academic Components

Social Studies
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Discussion/Sharing
Chart

Objective

The student will see the relationship between personal interests/needs and occupational needs.

Activity

1. Students identify personal interests using an "Interest Banner" (similar to the exercise in 10.44).
2. Conduct a class discussion using these interests, relating each to a need. (e.g., I like all kinds of sports and exercise/I need to be active. I like to be around people/I need to be around people. I like the fresh smell of the outdoors/I need to be outdoors.)
3. Further the discussion and relate the personal needs to an occupational need. (e.g., I need to be active—I do not need a desk job, I do need a job in which I can keep moving. I need to be around people—I do not need a job in which I am by myself, rather I need a job in which I come in contact with different people daily. I need to be outdoors—I do not need an office job but a job in which I work primarily outside.)
4. Students take their list of occupational needs and relate these to a specific job. (e.g., A job in which I can keep moving—UPS delivery person, teacher, nurse. A job in which I am with different people daily—salesperson, bank teller, waitress/waiter. A job in which I am primarily outside—gardener, painter, city maintenance worker.)

Follow-up; Evaluation

The student keeps on file a list of occupational needs.

Domain: Occupational Skills
Competency: 18. Selecting and Planning Occupational Choices
Subcompetency: 83. Identifying Major Occupational Interests

I Want to Be...

Academic Components

Social Studies
Reading
Language (Written Expression)

Types of Activity

Notebook
Cut/Paste
Sharing
Research

School/Community Resource Person

School/Community Librarian

Objective

The student will identify and research one occupation/job that he or she is interested in.

Activity

1. Students identify one occupation/job of interest (e.g., fire fighter, police officer, nurse, teacher, astronaut, veterinarian).
2. Students compile a notebook entitled "I Want to Be A(n) ." In this notebook students place pictures and articles from sources such as magazines, catalogs, newspapers, and journals.
3. Encourage the students to use the school and/or public library to research the occupational choice. Notes should be taken from what is read and included in the notebook. Students may need assistance with this portion of the activity. The school librarian may be available to provide this assistance.
4. Students may choose to develop a second notebook exploring another occupational choice.
5. Notebooks should be kept for display purposes (Open House) and also as a part of the student's file.

Follow-up; Evaluation

The student discusses several characteristics, qualities, responsibilities, and prerequisites of the occupational choice.

Domain: Occupational Skills
Competency: 18. Selecting and Planning Occupational Choices
Subcompetency: 84. Identifying Occupational Aptitudes

My Aptitudes

Academic Components

Social Studies
Language (Oral Expression)
Language (Written Expression)

Objective

The student will identify necessary aptitudes related to an occupational choice.

Activity

1. Each students makes an occupational choice.
2. These occupational choices are listed on the chalkboard or on tagboard.
3. Next to these occupational choices list various related aptitudes (abilities).

OCCUPATIONAL CHOICE	APTITUDES
Teacher	Reading, writing, math, language, spelling, and discipline skills, love; organization;

Types of Activity

Sharing
Chart

	ability to be on feet for long periods
Police Officer	Skills in driving a car/motorcycle, writing, talking, shooting a gun, reading, defending self, protecting others, studying and learning laws
Store Clerk	Skills in reading, math, working with money, taking inventory, being on feet for long periods

4. Students identify aptitudes that they feel they exhibit.
5. Of the occupations/jobs discussed, students choose the one that they feel would be an occupational choice suited for them.

Follow-up; Evaluation

The student lists various aptitudes he or she manifests and a possible related occupational choice.

Domain: Occupational Skills
Competency: 18. Selecting and Planning Occupational Choices
Subcompetency: 85. Identifying Requirements of Appropriate and Available Jobs

An Appropriate Job for Me

Academic Components

Social Studies
Language (Oral Expression)
Language (Written Expression)

Types of Activity

Class Field Trip
Research
Chart (List)

School/Community Resource Persons

Personnel of Various Available and Appropriate Community Jobs

Objective

The student will list the requirements for two appropriate local jobs.

Activity

1. Precede this activity by considering the students in the classroom and choosing two appropriate and realistic occupational choices within the community for each student.
2. If feasible, invite the students to participate in choosing two realistic local occupational choices.
3. Arrange a field trip with the management of two or three of the occupational choices made. If the students' occupational choices overlap, take advantage of this overlap and visit a job site that is appropriate to more than one, if not all, of the students.
4. Students are responsible for listing the requirements for the specific jobs such as: kinds of skills needed, abilities needed, education or training needed, any experience necessary, demands involved (standing, sitting, inside, outside, pressure, noise, crowded). Discuss these requirements with the students ahead of time so they will know what to look for.
5. Before the field trip students should prepare a list of questions that specifically relate to the requirements involved in the job.

Follow-up; Evaluation

The student rates the visited places of employment according to the jobs that he or she would choose based on the requirements involved.

Domain: Occupational Skills
Competency: 18. Selecting and Planning Occupational Choices
Subcompetency: 86. Making Realistic Occupational Choices

I Like This Job

Academic Components

Reading
Social Studies
Language (Written Expression)

Types of Activity

Discussion/Sharing
Research

Objective

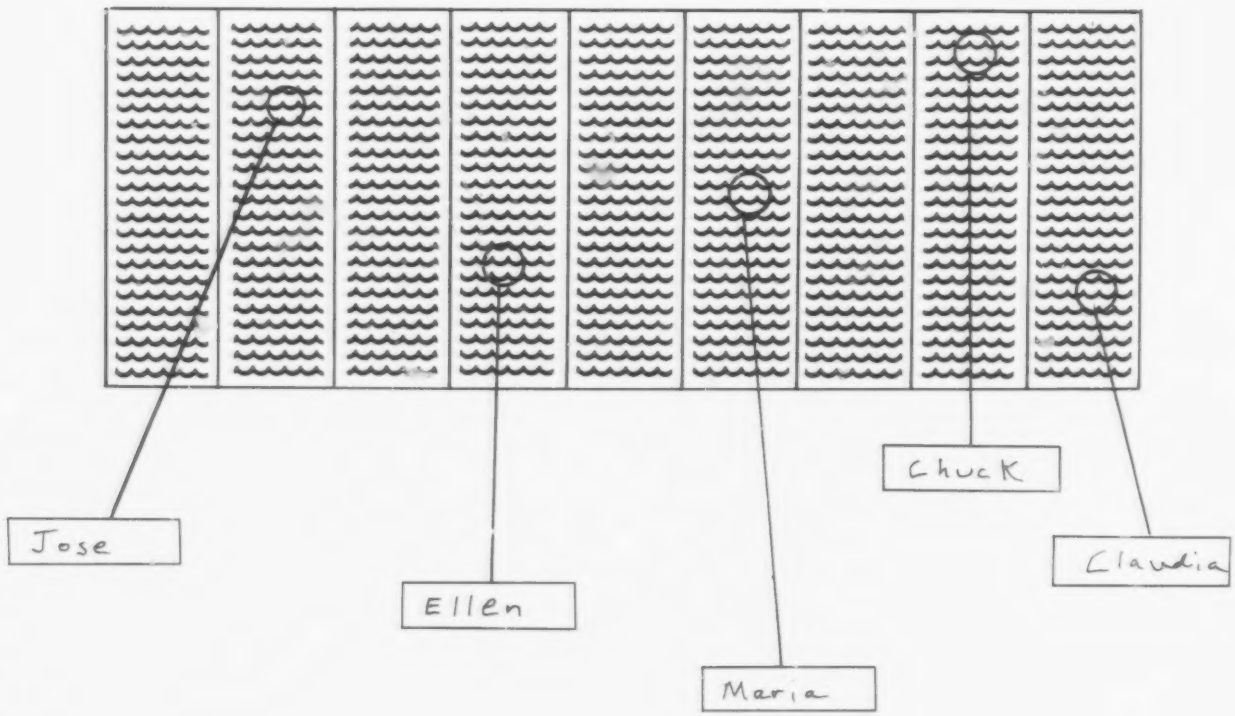
The student will identify a job of interest found in the Want Ads.

Activity

1. Introduce the students to the want ads from a local newspaper.
2. Teacher and students read through the want ads, discussing possible jobs of interest. As a student mentions a job of interest, circle and write down that student's name next to the job. Use this paper as a visual aid on a bulletin board. (See example).
3. Each student writes a sentence as to why he or she chose the job. Add these sentences to the bulletin board.

Follow-up; Evaluation

Discuss each student's occupational choice. Direct the student toward a second occupational choice.



Domain: Occupational Skills
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 87. Following Directions

Our Listening Center

Academic Component

Language (Listening)

Type of Activity

Demonstration (Following Instructions)

Objective

The student will perform a series of assignments in response to verbal instructions.

Activity

1. Prepare a tape recording of a variety of instructions ranging from serious to silly. Such instructions could be:
   Feed the fish. Not too much!
   Go to Mr. Johnson's office and say "Good Morning" to both Mr. Johnson and Mrs. Stevenson.
   Choose a piece of red, white, and blue paper from the paper drawer. Make a sailboat with the paper using scissors and glue.
   Write your name three times on the paper next to this tape recorder.
   You want to help clean up Warren School. Take the brown bag on your desk, go outside, find five pieces of litter and place them in the bag.
   Tell Mrs. Miller, "I am finished with the listening tape."
2. This tape recorder should be set up at "The Listening Center." Students work most efficiently without any visual or auditory distractions. Earphones may alleviate many distractions.
3. Students may need to practice using the tape as a group before they are expected to use it independently. Review the mechanics of the recorder. The sound of a bell, timer, or a command "now turn the tape recorder off" will be necessary between instructions.
4. Prepare several sets of instructions to prevent the students from memorizing what is requested.

Follow-up; Evaluation

1. The student correctly carries out the given instructions.
2. The student increases accuracy in following through with those verbal instructions.
3. The student leaves the "Listening Center" in proper order.

Domain: Occupational Skills
Competency: 19. Exhibiting Appropriate Work Habits and Behavior
Subcompetency: 88. Working with Others

We're a Team!

Academic Components

Language (Oral Expression)
Language (Listening)

Objective

The student will complete a task which involves working with other persons.

Activity

1. With the class, discuss the reasons for working with other persons.

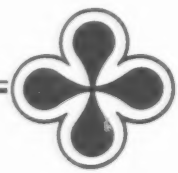
Types of Activity

Discussion
Small Group
Demonstration

2. Identify activities in which more than one person working together would do the job more efficiently.
3. Discuss the pro's and con's of working as a "team."
4. Assign two students to a task. Such tasks could include: collating and stapling papers, lifting a box, stuffing envelopes, bagging newspapers, moving a table, delivering two items to two separate individuals, washing a car, popping popcorn for the classroom, paper clipping a 5″ × 7″ card to an 8 1/2″ × 11″ sheet of paper, cleaning the classroom aquarium.
5. Divide students into groups of two or three and assign each group ("team") to a task. Each student is required to have a responsibility.

Follow-up; Evaluation

The student evaluates whether the assigned task was done efficiently by using a partner or whether it could have been accomplished better by one person.



Domain: Occupational Skills
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 89. Working at a Satisfactory Rate

On Your Mark, Get Set, Go!

Academic Components

Math
Spelling
Reading

Types of Activity

Discussion
Timed Performance

Objective

The student will be challenged to complete a task correctly and within an appropriate amount of time.

Activity

1. Assign students a task such as sorting (e.g., coins, colors, shapes, numbers, letters, buttons).
2. Initially, assign each student the same task.
3. Students race against one another. The rules for the race are:
   (a) the task must be done correctly,
   (b) the task will be judged according to how much has been completed.
4. The race starts at the beginning of the "William Tell Overture" and stops at the end of the song. A substitution could be made in the selection of the song.
5. Determine the winner of the race and reward him or her accordingly.
6. Students eventually perform a given task several times racing only against themselves. A record/graph should be kept recording the results at the end of each interval in order for students to visualize their progress. Note: both *accuracy* and *speed* are necessary.
7. Progress from using music as motivation to the timer, to the clock, to no motivational aspect at all other than the personal satisfaction of working at a satisfactory rate.

Follow-up; Evaluation

The student performs all given tasks (academic and nonacademic) at a satisfactory rate.

Domain: Occupational Skills
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 90. Accepting Supervision

Supervising My Friends

Academic Components

Language (Listening)
Language (Oral Expression)

Types of Activity

Role Play
Demonstration
Discussion/Sharing

Objectives

1. The student will complete a job following supervisory instructions.
2. The student will assume the role of a supervisor.

Activity

1. Have the students complete a cooking assignment (e.g., baking a cake, making a sandwich, making macaroni and cheese) while under direct supervision.
2. The supervisor (teacher) needs to be explicit in giving directions (perhaps writing each specific step on the chalkboard as it is done) and be careful not to assume the role of supervisee.
3. Upon completion of the cooking assignment, one student is chosen as the new supervisor. The other students and the teacher are the supervisees.
4. The supervisor directs the same cooking assignment as has just been completed. The supervisees complete the assignment.
5. Do not interfere with the supervisor's role. Supervisees are expected to follow the supervisor's direct instructions.

Follow-up; Evaluation

1. The student shares his or her reactions to being supervised.
2. The supervisor discusses his or her feelings about the "role."
3. Roles and responsibilities of the supervisor and supervisee are defined and discussed.
4. A comparison is made as to the outcome of both cooking items (e.g., similarities, differences).

Domain: Occupational Skills
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 91. Recognizing the Importance of Attendance and Punctuality

It's Important to Be on Time!

Academic Components

Language (Oral Expression)
Math
Language (Written Expression)

Objective

The student will recognize the need for and importance of attendance and punctuality.

Activity

1. Discuss attendance and punctuality, the importance of each (loss of work time, possible loss of pay, angry boss, lack of

Types of Activity

Discussion
Chart

trust), and the consequences if not adhered to (possibility of being fired).
2. Post a time clock in the classroom. Next to the time clock place a traditional clock and a digital clock.
3. Students are responsible for filling out a time card both when arriving and when leaving the classroom. (This could take place before and after each break or just at the beginning and at the end of the school day.) It could be a simple time card developed by the teacher or one used at actual places of employment.
4. On a daily or weekly basis, students tally the total number of hours worked.
5. Students could be rewarded in an appropriate way for perfect attendance per week (month) and/or for being punctual on a daily basis. A surprise reward is exciting for those students arriving at school on time.

Follow-up; Evaluation

The student exhibits frequent punctuality and regular attendance.

Domain: Occupational Skills
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 92. Meeting Demands for Quality Work

Employee of the Day

Academic Components

Social Studies
Language (Oral Expression)

Types of Activity

Chart (Evaluation)
Role Play
Demonstration

Objective

The student will perform responsibilities as an "employee" to the best of his or her ability.

Activity

1. Students are called "employees" while they are on their job site (in the classroom, on the playground, and in the cafeteria).
2. At the end of every "work day," the employees are evaluated as to performance, attitude, behaviors, and appearance. *The teacher ("employer") chooses the specific areas to be evaluated* at the completion of each work day (see example).
3. This activity should be geared toward the needs of the students within the program. For many students, it is necessary to have an "Employee of the Day" in order to give a fairly immediate response. Some students may only need to be nominated an "Employee of the Week."
4. A reward can be included with the nomination. This reward depends on the individual employees (e.g., a bonus in pay, a certificate, a food or toy item, name and photo placed on a bulletin board or a ribbon—see examples on the next page).

Follow-up; Evaluation

1. The student lists the various qualities of an outstanding employee and discusses the reason for each.
2. The student exhibits the various qualities of an outstanding employee on a more frequent basis.

Day _____
Week _____
Month _____

	Brandon	*Chris H.*	*Henry*	*Kim*	*Luis*	*Chris V.*
Regular Attendance						
On Time						
Follow Directions						
Grooming						
Clean Work Area						

Domain: Occupational Skills
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 93. Demonstrating Occupational Safety

Safety—A Must!

Academic Components	*Objective*	*Activity*
Social Studies Language (Oral Expression)	The student will identify potential safety hazards of several occupations.	1. Students choose five different occupations in which potential hazards are ob-

Types of Activity

Cut/Paste
Chart
Notebook
Small Group
Discussion

School/Community Resource Persons

Personnel Representing Various Occupations

vious (e.g., cook, machinist, janitor, truck driver/pilot, homemaker).
2. Students locate pictures from catalogs and magazines that show possible hazards in the specific occupations chosen (e.g., cook—appliances, tools; machinist—tools, machines; janitor—vacuum, mop (wet floor), accidents; homemaker—appliances, smoke detector, oven). This project could be done individually, with each student responsible for all five occupations, or as a group, with one student responsible for one occupation.
3. These pictures are glued to construction paper or to tagboard.
4. Next to each item is listed the name of the item and why it is a potential hazard.
5. Conduct a class discussion on the safety precautions necessary in avoiding the potential hazards listed.

Follow-up; Evaluation

Invite a representative from one or more of the discussed occupations to the classroom. Ask this representative to focus on occupational safety at his or her particular job site.

Domain: Occupational Skills
Competency: 20. Physical-Manual Skills
Subcompetency: 94. Demonstrating Satisfactory Balance and Coordination

I'm a Painter

Academic Components

Social Studies
Art
Language (Oral Expression)

Types of Activity

Role Play
Demonstration
Discussion

Objective

The student will demonstrate balance and coordination while "painting a house."

Activity

1. In this activity the students assume the role of painter. The task is to paint a house.
2. Prepare an extremely large (approximately 8" × 15") picture of a house on butcher paper.
3. Attach this picture to a wall in the classroom or preferably to an outside wall if permission has been received.
4. In order for the students to realistically assume the role of painter, appropriate clothing and supplies should be obtained.
5. In painting the house, students must use a ladder for those places too high to reach from the ground. Students painting the lower portions of the house stand on a balance beam as they paint. Both the ladder and the balance beam will require balance and coordination (and supervision on the teacher's part!).
6. Discuss occupational hazards in relation to the ladder, balance beam, and various supplies being used while painting.

Follow-up; Evaluation

1. The student participates in the completion of painting the house.
2. The student demonstrates satisfactory balance and coordination.

Domain: Occupational Skills
Competency: 20. Physical-Manual Skills
Subcompetency: 95. Demonstrating Satisfactory Manual Dexterity

I'm a Carpenter

Academic Components

Visual Perception
Social Studies

Type of Activity

Demonstration

Objective

The student will demonstrate satisfactory manual dexterity on work tasks related to the occupation of carpentry.

Activity

1. Collect various lengths, sizes, and kinds of nails and screws and combine them in a coffee can.
2. Students (one at a time at a work station or as a group) sort the nails and screws according to type and size. Have the students sort them into separate containers (margarine tubs) with or without a sample attached to the bottom of the container.
3. A second, related activity allows the students to demonstrate manual dexterity in using a hammer and a screwdriver.
4. Prepare a sample of a sequence of nails on a 2" × 4" × 12" piece of wood and a sequence of screws on a 2" × 4" × 12" piece of wood.
5. Students are responsible for hammering the nails and screwing the screws in the same way as the sample.

Follow-up; Evaluation

1. The student, at a progressive rate, demonstrates increased manual dexterity.
2. The student leaves the work station in order.
3. The students demonstrates occupational safety precautions while using various tools.

Domain: Occupational Skills
Competency: 20. Physical-Manual Skills
Subcompetency: 96. Demonstrating Satisfactory Stamina and Endurance

What a Day's Work

Academic Components

Social Studies
Physical Education
Health
Language (Oral Expression)

Objectives

1. The student will identify jobs in which stamina and endurance are critical.
2. The student will demonstrate satisfactory stamina and endurance while performing an assigned task.

Activity

1. Define "stamina" and "endurance." Conduct a class discussion on the types of jobs in which stamina and endurance are critical (e.g., mail carrier, construction worker, assembly line employee,

Types of Activity

Discussion
Demonstration

chef, hair stylist, gas station attendant, delivery person, city maintenance employee, painter).
2. Discuss different types of physical activity required for specific jobs requiring stamina and endurance.
3. Assign each student a task on the school campus requiring a demonstration of stamina and endurance (e.g., washing desks, sweeping school grounds, stapling papers while standing, washing windows, picking up litter).
4. Students are evaluated in terms of amount of time that they participated in their tasks and how they performed their tasks (very good, good, average, poor).
5. Students discuss evaluations and areas in which improvement is necessary.

Follow-up; Evaluation

The student demonstrates continued growth in the areas of stamina and endurance.

Domain: Occupational Skills
Competency: 20. Physical-Manual Skills
Subcompetency: 97. Demonstrating Satisfactory Sensory Discrimination

What's That I Hear?

Academic Components

Language (Listening)
Visual Perception (Discrimination)

Types of Activity

Game
Small Group
Demonstration

Objective

The student will auditorily discriminate environmental sounds.

Activity

1. Prepare or have students prepare a tape recording of numerous environmental sounds (e.g., train, chirping bird, barking dog, water running, teapot whistling, opening a can, walking feet, laughter, snapping fingers, alarm, doorbell, telephone).
2. Also provide pictures depicting each of the individual sounds found on the tape.
3. Students work as a group or individually and listen as the recording is played. If they are working as a group, the first student to raise a hand to indicate recognition of the sound finds the picture that corresponds with the sound. If working individually, the student places the pictures in the same sequential order as heard on the tape.
4. Include on a portion of the tape several environmental sounds occurring at once (e.g., the hustle and bustle of the city, dogs howling, sirens screaming; bathwater running, the stereo blaring, the telephone ringing). Students discriminate among the sounds.

Follow-up; Evaluation

The student demonstrates progressing acuteness in the area of auditory discrimination.

Domain: Occupational Skills
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 98. Searching for a Job

Is This Job for Me?

Academic Components

Social Studies
Reading
Language (Oral Expression)

Types of Activity

Discussion
Chart
Research

Objectives

1. The student will identify possible jobs available through various employment resources.
2. The student will become familiar with a step-by-step method of searching for a job.

Activity

1. Discuss various sources of information available about employment opportunities (e.g., want ads; yellow pages; employment agencies; contacts through family, friends, acquaintances; posted advertisements).
2. Prepare an enlarged example from the local want ads. This will aid in discussing the specifics of a want ad.
3. Students discuss what other types of information, not included in the ad, might be necessary to know before deciding about the job (e.g., exact location, hours, wage, how often paid, benefits, experience necessary, specifics of the job expectations).
4. Students locate in the actual want ad section of the newspaper the enlarged ad that was used as the visual aid .
5. As a group, students develop specific questions about the job at hand.
6. Students choose a representative from the group (this may need to be the teacher) who will be delegated to call the place of employment.
7. This representative asks the contact person each question that the group has developed.
8. The information received is used by the students for the following: (a) locating the place of employment on a map, (b) determining the means of transportation that could be used to get to the job site, (c) times of leaving home for work and arriving home from work, (d) daily, weekly, monthly income, (e) qualifications.
9. Students evaluate whether they feel that the job investigated "is for them."

Follow-up; Evaluation

1. The student lists several sources supplying employment opportunities.
2. The student lists several possible steps involved in searching for a job.

Domain: Occupational Skills
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 99. Applying for a Job

Important Information About Me

Academic Components

Social Studies
Reading
Language (Written Expression)

Types of Activity

Discussion
Chart
Chart (Form)

Objective

The student will become familiar with an application for a social security number and an employment application.

Activity

1. Discuss the reason for both a social security number and an application for employment.
2. Enlarge on tagboard both (a) an application for a social security number and (b) an employment application. Construct model forms.
3. As a group activity, review both forms using the enlarged examples as a visual aid. Be the applicant filling in the requested information.
4. With assistance, students record as much information as possible on their social security and employment applications. Specific skills include:
   (a) Printing name
   (b) Printing address
   (c) Writing telephone number
   (d) Writing social security number
   (e) Writing the numerals of birth date
   (f) Writing the numerals of age
   (g) Writing the date of application
   (h) Indicating sex
   (i) Indicating color or race
   (j) Indicating mother's full name (maiden name)
   (k) Indicating father's full name
   (l) Listing educational background information
   (m) Signing name

Follow-up; Evaluation

1. The student discusses the reason for an application for a social security number and an employment application.
2. The student independently provides several pieces of information necessary for completing an application for a social security number and an employment application.

Domain: Occupational Skills
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 100. Interviewing for a Job

You're Hired

Academic Components

Social Studies
Language (Oral Expression)
Language (Listening)

Objective

The student will complete a simulated job interview.

Activity

1. Define "interview."
2. Conduct a class discussion identifying appropriate interview behaviors (e.g.,

Types of Activity

Discussion
Role Play
Demonstration

appropriate dress, make-up, hair style, shoes; appropriate language and manners; cleanliness; sitting appropriately).

3. Teacher and aide role play an interview, both properly and improperly.
4. Students are required to interview for the available classroom jobs (weekly, bimonthly, monthly). Discuss questions ahead of time so students will know what will be expected of them. This preparation will gradually cease. ("What is your name and age?" "Why do you want this job?" "Do you have any experience?" "Why do you feel that you should have this job over someone else?")
5. Make sure students are made aware of the date for the job interview. They are expected to dress appropriately.
6. While the students are being interviewed, the conversation should be recorded. Use this tape for discussion purposes. Evaluate interview skills on a rating form.

Follow-up; Evaluation

The student progressively improves select interview skills, as recorded on a rating form.

Domain: Occupational Skills
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 101. Adjusting to Competitive Standards

How Did I Do?

Academic Components

Social Studies
Language (Oral Expression)

Types of Activity

Discussion
Class Field Trip
Demonstration
Small Group

School/Community Resource Persons

Personnel of Community Car Wash

Objective

The student will maintain job performance acceptable to the supervisor.

Activity

1. Students participate in a car wash as a classroom project. Depending on the policy of the school district, this could be a fund raising activity in addition to its primary purpose of developing acceptable job performance skills.
2. This activity could take place on a school day, in which case the faculty would be an ideal source of customers. If this is not permissible, an after-school activity could be substituted, with neighbors and parents of the school children as customers.
3. Teacher and students prearrange such things as necessary supplies (water, soap, bucket, sponge/rags, towels, window wash, vacuum, trash container, etc.), area for the job to take place, hours of operation, cost (if any), and job descriptions.
4. Students discuss the most efficient way of completing the task of washing a car. If possible, a field trip to a local car wash would enable the students to visualize the various steps in washing a car. Such steps include: vacuum car (in a dry area!), wipe down the interior with a damp cloth, empty ash trays, wash exterior, dry exterior, wash windows—inside and outside.
5. Students can be assigned to one job for the entire time period, or a rotating schedule of jobs can be assigned throughout the shift. Breaks may need to be provided.
6. An evaluation form is given to each customer. This evaluation is critical to the activity (see example). This evaluation should be returned immediately or as soon as possible if faculty members are customers.

Car Washing Evaluation

Name of Student(s) or Employees _____
Date _____ Time _____
Salary _____

	Yes	No
1. Was the employee polite?	_____	_____
2. Was the car vacuumed properly?	_____	_____
3. Was the interior of the car cleaned properly?	_____	_____
4. Were the ashtrays emptied?	_____	_____
5. Was the car exterior washed properly?	_____	_____
6. Were the windows rolled up before the car was washed?	_____	_____
7. Were the tires washed properly?	_____	_____
8. Was the car exterior dried properly?	_____	_____
9. Were the windows washed properly both inside and outside?	_____	_____

Comments _____
_____
_____

	Very Good				Poor
Please rate the Employees	5	4	3	2	1

Thank you very much for allowing us to be of service to you. You are contributing to our education!

Follow-up; Evaluation

1. Discuss in detail the results of the evaluation forms.
2. The student evaluates his or her performance—areas of weakness and areas of excellence.
3. The student discusses the events of the day.
4. The student follows through with the responsibility of leaving the job site in order.

Domain: Occupational Skills
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 102. Maintaining Postschool Occupational Adjustment

On The Job

Academic Components

Social Studies
Language (Oral Expression)

Objective

The student will identify methods for dealing with identified problems occurring in adjustment in the regular classroom.

Activity

1. This activity pertains to those students able to be mainstreamed into the regular classroom. If possible, all special education students should be given a

Types of Activity

Discussion
Demonstration

regular classroom experience even if on a very limited basis (i.e., art, music, P.E., academic areas).

Regular Classroom Experience Evaluation Form

Student Name _____
Subject _____ Date _____

1. Did student behave appropriately? _____
   inappropriately? _____
2. What was the given task or assignment? _____
   _____
3. Did student perform/complete the given task or assignment adequately?
   _____
4. How did your students react towards _____?
   _____
   _____
   _____
5. In your opinion, is _____ capable of future mainstreaming experiences? _____
   _____
   In your classroom? _____

_____
Signature

Thank you very much for your time and for your support!

_____
Signature

2. Students discuss as a group or individually problems that they might encounter "on the job" in the regular classroom. Such problem areas could be peer pressure, adjustment to different routines and expectations, making new friends, following directions, time pressures.
3. Each specific potential problem area should be discussed in detail. A discussion at this particular time is not as beneficial as it will be after the regular classroom experience. However, it allows the students to discuss openly any apprehensions they may have.
4. Identify practical methods for dealing with any problems that the students may foresee.
5. Students participate in a regular classroom experience. It is crucial when mainstreaming to have the complete support of the regular classroom teacher. The special educator provides assistance to the regular classroom teacher in any way possible.
6. After the student has spent time in the regular classroom, the regular educator is requested to complete an evaluation form. This evaluation form should be simple, although it must provide adequate information to assist the student in his or her next regular classroom experience (see example).

Follow-up; Evaluation

1. Teacher and student discuss regular classroom experience/problems and methods for dealing with these problems.
2. Teacher and student discuss the completed evaluation form on which the regular educator evaluated the student's experience in the classroom.
3. The student participates in a second or ongoing regular classroom experience showing continued improvement in identified problem areas.

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